

OFFICE OF CHIEF ACCOUNTABILITY OFFICER
Summary of State Board of Education Agenda Items
November 7, 2019

OFFICE OF ACCREDITATION

07. Action: Revise Miss. Admin. Code 7-3: 36.4, State Board Policy Chapter 36, Rule 36.4: Assessments Required for Graduation [Goals 1, 2, 4, and 6 - MBE Strategic Plan]
(Has cleared the Administrative Procedures Act Process with public comments)

Background Information: The Commission on School Accreditation (CSA) met on Monday, August 19, 2019 in a special-called meeting to consider the vote of the Assessment Task Force and the results of the teacher survey regarding the continuance of the U.S. History End-of-Course (EOC) assessment. The CSA voted unanimously to submit a request to the SBE to begin the APA process to eliminate the U.S. History EOC assessment.

The public comment period was open through 5:00 p.m. October 22, 2019. One hundred eight (108) comments were received during this process: 27 comments opposed the elimination of the U. S. History EOC assessment, 42 comments were in favor of eliminating the U. S. History EOC assessment, and 39 comments were off-topic or unclear as to their position regarding the elimination of the U. S. History EOC assessment. Two (2) of the 108 comments were received after the deadline but are included in the backup materials.

This item references Goals 1, 2, 4, and 6 of the *Mississippi Board of Education 2018-2022 Strategic Plan*.

Recommendation: Denial

Back-up material attached

Chapter 36: Graduation Requirements

Rule 36.4 Assessments Required for Graduation

1. All students enrolled in one of the four (4) end-of-course Subject Area Test courses ***must*** pass the course and participate in the applicable end-of-course Subject Area Test in order to earn the Carnegie Unit.

~~Beginning with school year 2020-2021, students will be no longer be required to take the U.S. History end-of-course assessment. All students enrolled in one (1) of the three (3) end-of-course Subject Area Test courses ***must*** pass the course and participate in the applicable end-of-course assessment in order to earn the Carnegie Unit. The three (3) end-of-course Subject Area Test course are:~~

- ~~• Algebra I~~
- ~~• Biology I~~
- ~~• English II~~

2. Beginning with school year 2014-2015, students shall graduate by passing the course and meeting **one** (1) of the following options:

- Passing the applicable end-of-course Subject Area Test, or
- Using options outlined in Chapter 36, Rule 36.5, or
- Using the end-of-course Subject Area Test score with the overall course grade based on the Concordance Table for each of the four (4) end-of-course Subject Area Test as provided to school districts by the Mississippi Department of Education. (Students must be enrolled in order to utilize this option.)

3. Beginning with school year 2015-2016, in addition to number two (2) above, all students enrolled may achieve a combined minimum score from the end-of-course Subject Area Test to meet the requirement for graduation in lieu of passing the applicable end-of-course Subject Area Test.

4. Any Mississippi public school student who fails to pass a required end-of-course Subject Area Test, prior to school year 2016-2017, will be offered opportunities to retake the test.

Archived Information Regarding Chapter 36, Rule 36.4 for Students Graduating Prior to School Year 2014-2015:

Academic end-of-course Subject Area Tests were phased in during the 2001-2002 school year to replace the Functional Literacy Examination (FLE) as a requirement for graduation.

1. Students who began 9th grade PRIOR to 1999-2000 must pass the Functional Literacy Examination (FLE).
2. Students who began 9th grade in school year 1999-2000 must pass the Functional Literacy Examination (FLE) plus the Subject Area Test in U.S. History.
3. Students who began 9th grade in school year 2000-2001 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History and English II.

4. Students who began 9th grade in 2001-2002 must pass the mathematics section of the FLE plus the Subject Area Tests in U.S. History, English II, and Biology.
5. Students who began 9th grade in 2002-2003 must pass the end-of-course Subject Area Tests in U. S. History, English II, Biology, and Algebra I. Students who began 9th grade in 2003-2004 and each year thereafter must pass all required end-of-course Subject Area Tests in U.S. History, English II, Biology, and Algebra I.

Source: *Miss Code Ann.* §§ 37-17-6 and 37-16-7 (Revised 4/2015, 4/2016, 6/2018, ~~TBD~~)

Administrative Procedures Act (APA) Public Comments

The Office of Accreditation received 108 APA comment(s) regarding the proposed revisions to Chapter 36, Rule 36.4: Assessments Required for Graduation to eliminate the administration of the U. S. History End-of-Course assessment effective school year 2020-2021:

- 27 comments in opposition of eliminating the U.S. History End-of-Course Assessment
- 42 comments in favor of eliminating the U.S. History End-of-Course Assessment
- 39 comments were off-topic or unclear as to their position regarding the proposal to eliminate the U.S. History End-of-Course assessment. (Note: 33 of the 39 comments were duplicate comments but from 33 different individuals affiliated with the Hollandale School District. The comment is noted only once in the chart.)

The Office of Accreditation received the following 27 APA comment(s) opposing the proposed revisions to Chapter 36, Rule 36.4: Assessments Required for Graduation to eliminate the administration of the U. S. History End-of-Course assessment effective school year 2020-2021.

SUMMARY OF PUBLIC COMMENTS
As a public-school teacher, I certainly have strong opinions about testing. I feel strongly that our students are being over tested and too much importance is being placed on teaching tests instead of teaching children. However, I also feel just as strongly that if you remove one mandated test while keeping others, you will create the impression that that particular subject is not as important or necessary as the others. If you are going to do away with one subject area test, do away with all of them (my personal preference). Otherwise, keep them all. Do not inadvertently teach generations of students that history is unimportant.
While I do believe that we need to decrease testing, I believe that ending the history EOC test is not a good idea.
The purpose of this communication is to advocate for the United States History assessment, based on the 2018 standards, to be afforded fair opportunity based on five years of data through 2025 to remain an assessment for graduation.
As someone who has taught American and AP American history for 20 years, It would be a huge mistake to end the exam for U.S. History. The exam guarantees that students will learn the modern history of the World's Greatest superpower. The best teachers are placed in these courses usually and this can only benefit the students. The students are not over tested by this state exam.
I have taught US History almost 25 years now, for 20 years at Petal High School and the last few years at North Forrest High School. I would hope that the SBE will continue the requirement to assess students' learning through the US History 1877 to present EOC Exam.
In the climate of accountability created by the competitive culture of No Child Left Behind (NCLB) and its heir apparent, ESSA, we must keep the state history test. It has been my experience that history departments already get fewer resources (teacher units, class sizes, etc.) than English and math. This is obviously due to the smaller number history is already worth in the accountability puzzle. Numbers-driven administrators will make even more drastic cuts to history instruction in our state if the test is taken out of the equation completely, and our students and state will suffer for having inadequate access to history education.
I am an art teacher who includes subjects across the curriculum in my units of study. I see a dire need to teach and include history in the curriculum. In my opinion, the end of course assessment would hold teachers and students accountable for teaching and knowing the material. Understanding our history is detrimental to our survival as a country.

SUMMARY OF PUBLIC COMMENTS

As a U.S History Teacher for the last 6 years I would love nothing more than to not have the stress of a tested class. However, we continue to make the standards less and less. Students of today need to know the actions of their country and the sacrifices that were made for the freedoms they enjoy. The HISTORY test needs to stay!

I am a retired Secondary Social Studies teacher with 26+ years of teaching experience. I am writing because I am seriously concerned about the US History Test being dropped as a required test for graduation. I strongly urge you to reconsider dropping the test requirements.

I would like my voice to count AGAINST terminating the final test in U.S. History.

If this state test in US History is dropped - woe be to our national values and to our young people's critical understanding of their past, present and future. I beg you to KEEP the State Test in US History

I believe the US history state test should remain.

Do not stop the history test for graduation. Without knowledge of history - history is doomed to repeat itself.

I'm all for eliminating as much state standardized testing as possible, eliminating the History test only will only make history less important in our schools.

Eliminating the rigorous but immensely beneficial United States History test and denying the students of Mississippi this "rite of academic passage" will be an injustice at such a vital time in the history of our country and our state.

On behalf of the Department of Curriculum and Instruction of Ocean Springs School District, we would like to share our support to keep the U.S. History End of Course (EOC) exam. It is our belief that by keeping this assessment, it adds both value and accountability to the course as well as accountability to the students and teachers. Our teachers and curriculum staff have worked extremely hard over the years ensuring that students are prepared to show mastery on this exam. By keeping the U.S. History assessment, it ensures that all students in Mississippi understand the essential elements and standards associated with this course in order to show levels of mastery on this exam.

On behalf of the Department of Curriculum and Instruction of Ocean Springs School District, we would like to share our support to keep the U.S. History End of Course (EOC) exam. It is our belief that by keeping this assessment, it adds both value and accountability to the course as well as accountability to the students and teachers.

It is my understanding that the Department of Education is considering removing the U.S. History test from being administered. I write in opposition.

SUMMARY OF PUBLIC COMMENTS

United States History is important for all students. The breadth of knowledge acquired by this course is imperative for the understanding and appreciation of being a United States citizen. The initiative to stop an end-of-course assessment for U.S. History will dismantle the dedication and hard work of teachers across this state. Students would likely place little to no emphasis on this course.

On behalf of the Ocean Springs School District, we would like to share our support to keep the U.S. History exam. We believe it adds value and accountability to the course as well as accountability to students and teachers.

I feel that stopping the assessment will not make the kind of change that parent groups and other groups are demanding in regard to the current testing culture. In fact, the by-product of ending the US History assessment is possibly going to be less informed citizens.

Despite arguments to the contrary, I believe our existing graduation exam in U.S. History benefits the students and general culture of our state because it provides crucial accountability for vertical alignment in the discipline-specific literacy skills and content of social studies.

I am writing today to recommend the continuation of the United States History examination. I have taught United States History in the state of Mississippi for the past ten years. I have a passion for teaching history that stems from its inherent value. There is no substitute for a good social studies education. Social studies education is the vehicle for teaching both the importance and methods of active civic participation.

We believe this issue needs more study and urge the State Board to vote against the change. Mississippi First has been studying the issue of "over-testing" since 2015, and we applaud the work of the State Board of Education in examining the issue. However, we believe that the State Board should clearly answer some questions for the public prior to taking a step of this magnitude. First, what does the State Board hope to achieve by eliminating this exam? Secondly, how does the elimination of the U.S. History exam-and its attendant consequences-support students in accessing a better education?

The following are a few reasons why the U. S. History State test should not be eliminated:

The test is a standard that "all" schools should be required to meet in their instructional process and mastery of our history.

Understanding and appreciation of the history of our country and the quest of the freedom we enjoy and the lives lost in battles to secure and retain for future generations are important for students to be knowledgeable of.

SUMMARY OF PUBLIC COMMENTS
I would like to share my support to keep the U.S. History End of Course (EOC) exam. It is my belief that by keeping this assessment, it adds both value and accountability to the entire history curriculum taught in Mississippi. Unfortunately, social studies has become a forgotten subject in many of the schools because of the lack of an accountability measure in this subject until high school. (RECEIVED AFTER DEADLINE)
On behalf of Ocean Springs High School, we would like to share our support to keep the U.S. History End of Course (EOC) exam. It is our belief that by keeping this assessment, it adds both value and accountability to the course as well as accountability to the students and teachers. (RECEIVED AFTER DEADLINE)

The Office of Accreditation received the following 42 APA comment(s) in favor of the proposed revisions to Chapter 36, Rule 36.4: Assessments Required for Graduation to eliminate the administration of the U. S. History End-of-Course assessment effective school year 2020-2021.

SUMMARY OF PUBLIC COMMENTS
I have been a history teacher for 25 years. I have taught 11 th grade U.S. History since the state test was implemented. I feel that we can't spend enough time on the events that we think are most important due to what the curriculum expects us to cover for the test. So, in my opinion scrap the test.
Hello, I'm a teacher/coach at Vicksburg High School. I'm against the end of the year assessment for US History.
True history is a vital part of our future, for we all learn from our past; however, the need for a required history state test over and above the required history courses, does not seem like a necessary graduation requirement. I strongly defend the need for history to be taught at every grade level. It is no less necessary than science, for both have led us to where we are today and where we will be in the future.
I think that I am one of the many that believes that the US History State Test should be removed. One issue that I have always had with the US History State Test is that many of the students who struggle with reading comprehension struggle with the test. I think it is time we allow our history teachers to have time to dig deep into concepts that can help shape our students to be better citizens and future influences for our country.
I believe that the U.S. State History test should be eliminated as a requirement for graduation for high school students. As a parent, my daughter who was an excellent student with an A-B overall grade average, failed this test the first time that she took it, and we decided to send her to a private school her senior year where this test is not required to graduate. My son is currently taking the U.S History course this year as a junior in public high school. This test causes so much pressure for the students as well as the teachers. If this test was eliminated, history teachers could focus more on covering other things in U.S. history rather than trying to prepare them for this stressful test that is not even required by the federal government. Please consider eliminating this test as a requirement for graduation. It causes students to fail it to possibly not graduate, or to have to change schools which should not have to happen. If the students pass the U.S. history class, that should be the only requirement of graduation.
I feel that the History Test should not be required. We test these students too much and the only test that colleges care about is the ACT. Employers just want to see that diploma. School should be for learning and growing as an individual, not learning how to take tests.
I feel like that money could be saved by eliminating this test. That money could be used for other educational services that are mandatory.

SUMMARY OF PUBLIC COMMENTS

I support eliminating the state history test. I am a parent of five all of them attended school in MS. Three of them successfully passed the test. One is a freshman in high school, and one graduated from high school in FL where no state test was required at the time.

I have been a social studies teacher for thirteen years, eight of which have been in the public-school setting. During those eight years, I have taught the eleventh grade US History state assessment course. As a result, I feel very strongly about this issue, and I feel that the US History state test should no longer be given to our students.

I commend the Board on its decision to eliminate the US History EOC assessment. We should continue to teach US History as a requirement for graduation but testing at the State level is unnecessary.

In considering the cost of testing across our entire program of exit exams, it seems to me that the U. S. History Exam would logically be the first exam on the chopping block. I believe this because we are over testing our students and disrupting the wonderful art of teaching. We have great History teachers on our campus, but they are truly bound up and restricted by the U. S. History exam.

I am writing to you to request that the State History Test nightmare be done away with and all other state testing. I want to commend the State Department of Education for seeing the light and making plans to take the State History Test out of the graduation equation. Now, we need to make sure that this intention becomes reality. We need to let our voices be heard once again that this burden on our students and teachers should be eliminated as immediately!

As a teacher of over 20 years in Mississippi and nearly all of those years in the area of US History, I have seen a dramatic decline in the actual knowledge of my students. The US History test simply doesn't assess the information it was intended to the almost 20 years ago it was put in place. Students know less history now than they did then. We've started to only stress US History in one year instead of an entire curriculum. This test needs to be eliminated from the graduation requirements.

I am so happy that this test may be removed from the requirements for graduation. This test is extremely stressful for students; since it has such a large information base to pull from, it IS intimidating! Reason 2: the national "standard" is ACT and they don't test history. Reason 3: other than political science and history majors almost no university majors require any more than 12 hours (maximum) in history. This would be one less stressful test for our students so that they can focus better on the ACT that year. The ACT is the test that will follow them and affect their future, it should be the focus of high school education. Please do away with this test!

Please stop requiring students to take the U. S. History state exam. I do believe students should continue to be required to receive a credit in U. S. History for graduation, but please do away with this state test! Thanks for your consideration of my request.

SUMMARY OF PUBLIC COMMENTS

As a former teacher, the only exam given for this course should be the US naturalization exam. That should cover it.

EOC testing is taking away from our students learning their history in class. Teachers are too focused on teaching what is needed to know to prepare for this test and not what is important to the general history education of our children. Many students are so stressed about the test, that they suffer physical ailments. Please remove this undue stress from our future leaders.

As a U.S., World, and AP World History teacher, I have been able to compare and have seen the negative effects of the state test requirement on my students. Eliminating the state test would allow my U.S. history students to do more of what my other history students can do: read in depth on primary sources, create arguments, have historical discussions and debates, and write!

I am writing this letter in regard to the proposal of eliminating the U.S. History EOC exam. Although, learning about United States history is important for students, I do not see the need for students to be tested in this area. I support the elimination due to the number of students I have seen that were not allowed to graduate because of failing this exam.

As a former subject area tested teacher and current district testing coordinator, I would support the ending of Mississippi Department of Education's requiring the participation in the U.S. History assessment. Any unnecessary obstacles to our students having the opportunity to graduate should be eliminated. Furthermore, as a taxpayer, I do not support wasteful spending on unnecessary expenditures. The funds used to pay for the U.S. History assessment could be used to support instruction within the classroom rather than paying for an assessment that is not required by the federal government.

I teach United States History at Brookhaven High School, and one of the worst things that I see every year is students struggle to pass the State Test. The students that I am speaking about mostly are those students that are extremely gifted with a mechanical mind. Big picture such as this are the things that can make a positive mark for the state of Mississippi. This one state test can help students achieve more by applying less stress.

I have been teaching US History since 2000 and during that time I have noticed that it has been more about teaching the test rather than really teaching kids US History.

I have been teaching high school history since 2000. I enjoy students and I have seen many good changes in education. In my opinion, the elimination of the U.S. history S.A.T.P. should happen.

As a high school history teacher, I fully support the removal of this exam. I believe that the state graduation rate will increase as a result.

It is my belief that the US History test should not be a requirement for graduation. I think that schools and students should be held harmless for the 2019-2020 school year for the US History test.

SUMMARY OF PUBLIC COMMENTS

As a US History teacher for over twenty years, I have seen many changes in curriculum and graduation requirements. I have had hundreds of children pass the US History test over the years, and I have had others that struggled to pass it. In my opinion, teachers are not able to cover material and go into the kind of depth that some topics in US History deserve because of time restraints and the requirements of what has to be covered for the test. I believe that the end-of-course exam in US History should be eliminated.

I think it should not be a required test to graduate. The stress alone from having to worry if you'll graduate because of the test when you have good grades on EVERYTHING ELSE, is detrimental.

My opinion on the future of the end of course exam for US History as a requirement for graduation in the state of Mississippi is that this exam should be eliminated.

I am for removing the US History test for multiple reasons.

1. This test is not a federal requirement.
2. The opportunity to retest has been cut significantly.
3. Having the US History test limits freedoms within the classroom.
4. While some will argue taking this test away will reduce the amount of history our students know, I tend to disagree. Our students have become much better at taking history tests; however, testing proficiency doesn't necessarily translate to actual knowledge of history in real life. I would also add the US History test is just as much of a reading comprehension test as it is a history test. Students that struggle to read tend to fail this test. Students may know and understand the material; however, they struggle to make it through the passages that are given. These failures include many special education students.

We are limiting what we teach about US History by the testing blueprint and standards.

I agree with this change. Students should not be required to pass the U.S. History test to graduate.

I am writing to express my opinion that the EOC US History Exam should be removed as a requirement for graduation. As a principal I have seen many students struggle and overcome many obstacles to graduate. I do not believe that we as a state should create more obstacles for graduation than what is required by the federal government. Our students work hard and already have many requirements and hurdles to overcome without additional mandates being placed on them.

Eliminating U.S. History Test, I agree with this. It does not mean we can't still require it for graduation.

SUMMARY OF PUBLIC COMMENTS

Although US History is important and it should be a required subject taught in our schools, having it as a testing requirement for graduation is a bit extreme for the following reasons. US History is constantly changing so fast that you can write a whole volume of textbooks on what's been going on for the past decade. Secondly, US History and history itself is sort of an ongoing study that will never end because of changes that are engulfed in our political, social, financial, and educational climate. Plus, putting a graduation requirement on US History sort of puts a stop sign sort of thinking on US History that doesn't really encourage further study.

I know someone personally who had an A in the U.S. History class and didn't pass the state test and it kept her from graduating in 2018. She didn't get to walk the stage with everyone else and is having to get her GED. Her life was completely shaken up. All due to a class that is not even federally required. In my opinion this class should remain a required course for graduation, but the end-of-course exam should be eliminated.

I applaud MDE for dropping this state test. I hope that you will do everything within your purview to continue to reduce the absurdly high number of tests that are imposed on our children by the State of Mississippi.

As a public-school parent, I encourage MS Board of Education to eliminate the state U.S. History exam that is currently required for graduation. Our students are already over-tested.

I commend the state board of education for looking to remove the US History SATP as a graduation requirement for students in MS. I fully agree with this move. In addition, I think all state exit exams should be eliminated. We are just 1 of 13 states that still require these No Child Left Behind - era assessments. It is a practice whose time has come and gone. Our state higher education institutions do not place value on these SATP's, the SATPs do not lead to any particular scholarship or financial aide as far as I know, but what they do lead to is multitudes of otherwise prepared students not to graduate in our state and spending way too much time in test prep.

I have been teaching United States history for ten years now at Long Beach High School. I understand that social studies must remain an integral part of secondary education, but any chance for the state to lessen the burden of high stakes testing on students and teachers, in my opinion, must be seized upon. Ideally, high stakes testing (MAAP) should be replaced by the ACT and a citizenship test, but if since this is a positive step in that direction, I hope that the state will do what is in the best interests of students and eliminate the US History state test.

In my professional opinion, we should completely drop the US History test immediately. While I realize that we have a testing contract, it is still a complete waste of time to give a test that is likely going away. Current re-testers should not have to continue test retakes upon deletion of the test. This is a tremendous opportunity to relieve the testing burden on our staff and students as this test is not required by the Federal Government.

SUMMARY OF PUBLIC COMMENTS

Please drop the U.S. History test for these 6 reasons:

1. The test does not actually measure knowledge and understanding of U.S. History.
2. Students today are tested way too much and placing this test on them during the end of their junior year places tremendous pressure on them as seniors if they do not pass the test.
3. The test does not measure the most important parts of U.S. History.
4. Over the years the test has also devolved into a vehicle to promote the current ideas of social justice, political correctness, and the redefinition of civil rights.
5. The test is a HUGE expense on the education system.
6. Removing the test does **NOT** mean the teaching of U.S. History will stop.

I have been an educator for thirteen years. I am a product of a Mississippi public school. I feel that it is very important to end the U.S. History End-of-Course Exam because public school students are already over tested. Standardized testing does not determine the true nature nor character of students.

Eliminate the U.S. History test - The Mississippi Professional Educators (MPE) surveyed our nearly 13,850 members as to whether the U.S. History end-of-course assessment should be eliminated. The online survey was available September 23 - October 2 and was comprised of the following question:

*The Mississippi Student Testing Task Force recommended eliminating the U.S. History end-of- course assessment. Any change would not occur until the 2020-2021 school year. U.S. History would still be a required course for graduation, but passage of its assessment would **not be required for graduation**. The State Board of Education is seeking public comments on the recommendation. Do you support elimination of the U.S. History end-of-course assessment?*

Of the 1,659 members who took the survey, 1,190 (72%) supported the elimination of the assessment, 393 (24%) opposed elimination of the assessment, and 76 (4%) had no opinion or needed more information.

The Office of Accreditation received the following 39 APA comment(s) that were off topic or unclear as to their position regarding the proposal to eliminate the U.S. History End-of-Course assessment effective school year 2020-2021.

SUMMARY OF PUBLIC COMMENTS
<p>I am writing to address the issue of changing assessments for graduation requirements. I believe that we should go to the ACT system without it being changed to meet Mississippi input for changes to the ACT. It is a standardized, norm referenced test that is given nationally and should not be changed to address Mississippi curriculum standards. There should be diploma options based on test scores earned on the ACT. EVERY student should graduate with a high school diploma. If they put the time in then they have worked for a diploma, not just a certificate.</p>
<p>There may need to be language in Rule 36.4 to address retesters who have not met graduation requirements as of the 2018-2019 school year due to U.S. History. When the U.S. History Assessment is sunsetted will there be retest opportunities for the students, or will the requirement be eliminated for all retesters?</p>
<p>I think the state testing should ONLY be used as a tool to see where the school rates in academics and to make sure everyone is on track. It should NOT be used to determine if a student passes or fails high school.</p>
<p>Concerning: Public comments on Final Assessment, State Exams, History, English, Algebra and Biology.</p> <p>These exams are good in assessing classroom teaching methods, and as supporting indicators of students' abilities to learn work-related skills or of their college bound performances. However, when tested near graduation it's easy for teachers to focus too much on final assessments, like A.C.T. tests and others; and miss some of the broader connections of carry-over into daily life, as the unfolding of significant current events of history. If taken near graduation students should have retained at least half of the test to avoid alternate ways to graduate. But if taken at the end of the required, or latest elective of the subject, assessment tests would be easier to pass, and the assessment score could even be weighed into the final grade average for each course. The nearness in time of the assessment test to the actual passing of the course not only reinforces students' overall retention, provides a more focused indicator of classroom performance and teaching methods.</p>
<p>Please explain why a thorough exposure and understanding of U.S. history and civics is not essential for our youth to gain before they assume the responsibilities of and obligations of becoming adult citizens.</p> <p>We are witnessing unimaginable actions and attitudes by our elected leaders who are either ignorant of the fundamentals of proper governance or are operating in defiance of them today, and they are finding support from an electorate who is similarly ignorant of constitutional law and principles.</p>

SUMMARY OF PUBLIC COMMENTS

Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. The scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Note: The following identical comment was received 33 times from individuals affiliated with Simmons High School, in Hollandale, MS. Thirty (30) of the 33 comments were from students.

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. The scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

**APA Comments opposing the eliminating
the U.S. History End-of Course Assessment**

Angela Kitchens

From: Jill Horne <jillhorne@mcsd.us>
Sent: Friday, September 20, 2019 11:04 AM
To: Accreditation Shared
Subject: My opinion of the removal of the U.S. History exam

As a public school teacher, I certainly have strong opinions about testing. I feel strongly that our students are being over tested and too much importance is being placed on teaching tests instead of teaching children. However, I also feel just as strongly that if you remove one mandated test while keeping others, you will create the impression that that particular subject is not as important or necessary as the others.

George Santayana once said, "Those who cannot remember the past are condemned to repeat it." Who is to say that the ability to avoid future war and future cultural conflict is less important than that of solving algebraic equations, writing a cohesive paragraph, or knowing the architecture of a cell? We already have so many students with little or no knowledge of the history of our country. That is both sad and a little scary to think about.

If the reasoning behind the possibility of removing the U.S. history test is because of the perceived conception that the test might be culturally discriminatory or that immigrant students may be at a disadvantage, that is totally unfounded and hypocritical. Those students would be at no greater disadvantage taking a U.S. history test than the elementary special education students that are presently required to take state tests on their grade level instead of performance/ability level.

If the state removes this test, they should remove ALL of them. Do away with the algebra test. So many kids have phobias connected to math and become physically nauseous before taking this test. Do away with the biology test. If my child is going to be an underwater welder, does she really need to know about cell reproduction? Do away with the English test. How many of our country's stock brokers write their own correspondence with their clients?

I understand the need for assessment. I understand holding the educational system and the students within it accountable for the education they are being offered. Is there not some way we could do this without the mindset of an end-all-be-all test? Would it not be less stressful on students to have a series of smaller evaluations given over the time they are enrolled in the subject instead of one test covering the entirety of the curriculum of that course at the end?

I am so weary of seeing the toll these tests as well as the myriad of tests given in the elementary school beginning with optional pre-k programs and mandated kindergarten classes takes on our children. We are certainly creating a generation of test takers. I shudder to think what the results of this will be as they enter the work force and have to practice practical problem solving and social skills. I am reminded of a quote from Eric Hoffer, "In times of change, learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists." If you are going to do away with one subject area test, do away with all of them (my personal preference). Otherwise, keep them all. Do not inadvertently teach generations of students that history is unimportant.

Thank you for your time and your willingness to hear the opinions of others,

Jill Horne

Angela Kitchens

From: Reid, Pierce <PReid@harrison.k12.ms.us>
Sent: Friday, September 20, 2019 11:25 AM
To: Accreditation Shared
Subject: US History comments

While I do believe that we need to decrease testing (especially in the lower grades-we should definitely start there), I believe that ending the history EOC test is not a good idea. Already, districts across the state are trying to turn history classes into another ELA/writing class or trying to end history classes altogether. The only thing keeping history classes in tact is the History EOC test. Because of this, I believe we should keep the EOC history test. Perhaps, we should limit the amount of district testing or stop having two parts to the ELA and two parts to the Math MAAP tests. As the common quote says, "those who do not learn history are doomed to repeat it."

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Harrison County School District, 11072 Hwy 49, Gulfport MS 39503

Angela Kitchens

From: Brad Blake <brad.blake@vwsd.org>
Sent: Friday, September 20, 2019 1:17 PM
To: Accreditation Shared
Subject: United States History Assessment: 2020-2021

Greetings!

I doubt that you will hear the perspective below from many Mississippi educators. Nevertheless, it is often in history that the voices of dissent are heard long after the contemporary acquiescence to the masses fades. The purpose of this communication is to advocate for the United States History assessment, based on the 2018 standards, to be afforded fair opportunity based on five years of data through 2025 to remain an assessment for graduation. Much excellent work was poured into the revision of the 2011 social studies standards from across the state of Mississippi to create a higher-functioning framework in 2018 which would challenge all graduates to increase critical thinking. There are reservations which need to be noted for posterity to eliminating the United States History assessment as the 2018 standards offer an assessment with greater breadth and depth to move our learners toward reflection of their role in making history.

Before serving as an assistant principal, I was a secondary social studies educator in Memphis Tennessee, Shelby County Tennessee, and Warren Central High in Vicksburg. While at Warren Central High, I taught United States History, Advanced Placement United States History, Advanced Placement World History, and Advanced Placement European History. Each year, our students and I enjoyed the challenges facing us in the US History assessment along with the AP History assessments. It was a collaborative effort in which we engaged the community who often helped with tutors as we approaching the May assessment. After our juniors completed the May assessment, we would reward students for proficiency during their senior year with a field trip to the Civil Rights Museum in Memphis to celebrate civil rights or the World War 2 Museum in New Orleans to commemorate the heritage of international affairs.

After witnessing the collaborative efforts between educators and students, parents, and community members, it is disheartening to hear of the potential move toward the elimination of the US History assessment in the 2020-2021 school year based on the 2018 standards. The 2018 standards are an excellent revision from the 2011 framework which necessitate looking at minimally five years worth of data before drawing a final conclusion on assessment elimination. We desire for social education education to continue on the trajectory of being a holistic enterprise which the 2018 social studies standards accomplish. The collective effort experienced by all in the school community, parental engagement, and community involvement make the US History assessment a potential bonus in creating a holistic experience in preparing juniors for this examination each year. As so much momentum has been made since I have been in the state of Mississippi since 2012, it is difficult to see the rationale in elimination of a new US History assessment which has not had opportunity to be fully evaluated after a five-year cycle in 2025.

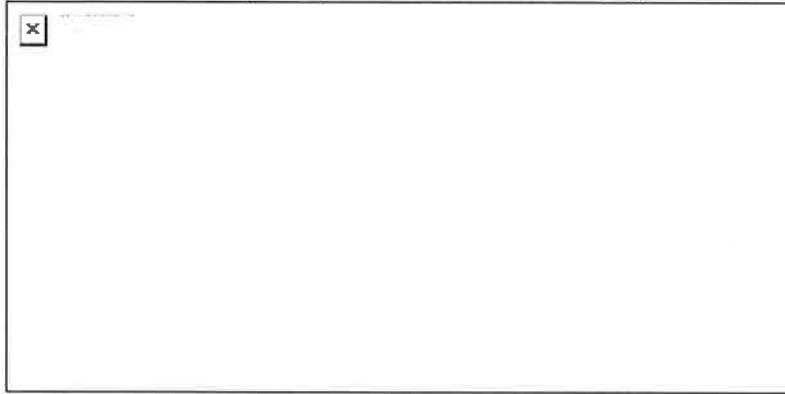
Other states such as Arizona have moved toward a Civics assessment in 2017 which aligns with the United States Naturalization and Immigration test on which new citizens are assessed to become legally functioning participants in society. In 2017, Tennessee additionally moved toward a Civics assessment which reflects the standards assessed on the United States Naturalization and Immigration test to demonstrate their state graduates develop citizenship competencies. It appears that Mississippi might consider being a leader in social studies education by maintaining a rigorous assessment based on the 2018 standards rather than continuing to follow other states withdrawing from social studies assessments. In the comments witnessed from several opinion editorials, there is an unfortunate conflict created between assessment and curriculum development which should be reframed as a complementary opportunity for deeper contemplation. The 12 new standards which will be taught in the 2018-2019 school year build competently on the 7 old standards from the 2011 framework to drill deeper into specific curricular emphases.

Why not consider a third option to this question of either keeping the US History assessment or elimination altogether? In the same spirit as the Advanced Placement curriculum, students would still be assessed on the 2018 US History standards in 2021, however, the results would not necessarily qualify or prevent the learners from graduation. These 2021 US History assessment results would be reflected in similar fashion to a student's PSAT results to further qualify for acknowledgement of scholastic achievement, merit, and potential scholarship opportunities. This could especially be a possible bonus for students who are entering a social science related field by demonstrating competency on the US History assessment that they have earned college tuition reduction in social studies education, sociological analysis, social work, counseling, or the mental health disciplines. Mississippi could finally demonstrate that we are not resigned to either-or, black or white, or binary solutions but we are open to maintaining the progress of the 2018 social studies standards by making the US History assessment a benefit for all students.

Thank you for reading this point of view!

Respectfully,
Brad Blake (D.Min.)
Assistant Principal
Vicksburg High School

Education is the most powerful tool one can use to change the world. Nelson Mandela



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Vicksburg Warren School District
1500 Mission 66
Vicksburg, MS 39182
601-638-5122

Angela Kitchens

From: Huskey, Scott <shuskey@rcsd.ms>
Sent: Friday, September 20, 2019 3:01 PM
To: Accreditation Shared
Subject: US History end of course exam

As someone who has taught American and AP American history for 20 years, It would be a huge mistake to end the exam for U.S. History. The exam guarantees that students will learn the modern history of the World's Greatest super power. The best teachers are placed in these courses usually and this can only benefit the students. The students are not overtested by this state exam. It's the benchmark tests which over test the students. These are the tests that should be eliminated. A good teacher knows the weakness of their students through test item analysis on chapter and nine weeks tests. The benchmarks are a waste of time.

U.S. History, if it is the only core subject not tested will be cast off and downgraded as an academic discipline. With the increased emphasis on the ACT, history courses will basically be made into ACT prep courses further harming the students' knowledge of history. History is already viewed by many principals as a course anyone can teach. With all of the historical ignorance today we should not add to the problem. This is the worst idea since moving Early U.S. History down to 7th grade. This makes it basically an elementary class. Good luck explaining in depth the influences of John Locke and others on American independence. Lets not keep compounding the mistakes in the Social studies curriculum.

Rankin County School District

Mission: Bring Everyone's Strengths Together! We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

Vision: Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

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Angela Kitchens

From: Laura Holifield <lholifield@forrest.k12.ms.us>
Sent: Saturday, September 21, 2019 9:07 PM
To: Accreditation Shared
Subject: US History EOC Exam Remarks....

Dear SBE,

I have taught US History almost 25 years now. For 20 years at Petal High School and the last few years at North Forrest High School. My first year in the classroom was the first year of the EOC Exam and a few curriculums and test formats later I still enjoy teaching my students about our Nation's History - Both good and bad. By teaching the past hopefully my students have and will continue to transform the future. The old Adage - we can't know where we are going if we don't know where we've been still applies today. I would hope that the SBE will continue the requirement to assess students' learning through the US History 1877 to present EOC Exam.

I have recently read many comments about eliminating the exam, because students are tested too much - stress of having to pass tests to graduate - and my test is not required by law.

First of all, if students are tested too much - maybe look at the required tests in the lower grades. Four standardized tests in high school are not an excessive amount of testing. So to eliminate it because there's too much testing in schools is a hot button topic that needs to be addressed K-12 -eliminating one test is not the solution.

Secondly, yes tests are stressful for all involved, but good teachers do their best to teach students what they need to be successful and how to cope with stress of not only exams, but stress that they face and will face everyday of their lives. (We are good at our jobs.)- Anyway, the state allows many other ways to 'get around' every EOC Exam - so NO LONE test is the sole reason that students DO NOT GRADUATE. There are many other reasons for those sad occurrences that tests will never be able to measure.

My test may not be required by law, but my Standards that I am required to teach ARE REQUIRED BY LAW . The law at this link... .. <https://law.justia.com/codes/mississippi/2013/title-37/chapter-13/civil-rights-and-human-rights-education/section-37-13-193/>

For Example, the Strands on Civil Rights from the 2018 curriculum....

Civil Rights Strand Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

The US History EOC Test is the only true way to measure whether or not Civil Rights is being taught, but also "The civil rights movement is our greatest case study of using the strategies of citizenship to achieve rights and to address wrongs," said Costello, director of the SPLC's Teaching Tolerance project, which provides resources to teachers. "It's not just history, it's essentially civic education." **<https://hechingerreport.org/lessons-mississippis-violent-past-become-optional/>***

As teachers we need to make sure that students are aware of their predecessor's roles in demanding rights that were being denied and how as active participants in the political process they can continue to see improvements in recognition of human dignity not only in MS but the US and beyond.

Please consider my words and let us continue to teach our past and make the learning of our history a requirement to be tested.

Laura Holifield

United States History Teacher / Assistant Volleyball Coach
North Forrest High School

The greatest glory in living lies not in never falling, but in rising every time we fall."
-Nelson Mandela

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Angela Kitchens

From: Greg Howard <greg.howard@petalschools.com>
Sent: Monday, September 23, 2019 5:01 PM
To: Accreditation Shared
Subject: Comment on Removal of US History End of Course Exam

To Whom It May Concern,

In the climate of accountability created by the competitive culture of No Child Left Behind (NCLB) and its heir apparent, ESSA, we must keep the state history test. It has been my experience that history departments already get fewer resources (teacher units, class sizes, etc.) than English and math. This is obviously due to the smaller number history is already worth in the accountability puzzle. Numbers-driven administrators will make even more drastic cuts to history instruction in our state if the test is taken out of the equation completely, and our students and state will suffer for having inadequate access to history education.

--
Greg Howard

9th Grade Government/Economics Teacher
AP US Government and Politics Teacher
Petal High School



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Angela Kitchens

From: Mahaffey, Deborah <deborah.mahaffey@leecountyschools.us>
Sent: Tuesday, September 24, 2019 7:58 AM
To: Accreditation Shared
Subject: Act (APA) Notice

I am an art teacher who includes subjects across the curriculum in my units of study. I see a dire need to teach and include history in the curriculum. In my opinion, the end of course assessment would hold teachers and students accountable for teaching and knowing the material. Having an understanding of our history is detrimental to our survival as a country.

Angela Kitchens

From: King, Kristin <krking@jackson.k12.ms.us>
Sent: Thursday, September 26, 2019 2:07 PM
To: Accreditation Shared
Subject: Continue to dumb down the curriculum

Good Afternoon,

As a U.S History Teacher for the last 6 years I would love nothing more than to not have the stress of a tested class. However, that being said, we continue to make the standards less and less. Students of today need to know the actions of their country and the sacrifices that were made for the freedoms they enjoy. If anything I could see replacing it with a government test as our students should at the very minimum understand how our government works and how they should be a participant. Europe is commended for their high quality of education and they to have exit exams. If we are going to start weeding out EOC's then we need to end all of them and just go to an ACT of 18 or higher. There is a reason we are at the bottom of the pile in education and part of it is due to the fact that we keep dumbing down the curriculum and not even holding ourselves to National Standards. The HISTORY test needs to stay!

Kristin King

Dear Dr. Jo Ann Malone:

I am a retired Secondary Social Studies teacher with 26+ years of teaching experience. I am writing because I am seriously concerned about the U.S. History Test being dropped as a required test for graduation.

In 1981 when I first started teaching U.S. History, I grew quite weary of being told by High School juniors, and I quote, "Who cares if I fail History? I ain't gotta pass that to graduate." I wished and longed for a required test.

When I was elected as Vice President of The Mississippi Council for the Social Studies, we proceeded to develop a State-wide U.S. History Exam.

After 5/6 years, that test was finally adopted and put into use with modifications from HBJ and other publishers and corporations.

As I'm sure you are aware, today's student does not and some can not read which is absolutely required for a basic knowledge of U.S. History.

Most of my students would enter my class on a 4th or 5th grade reading level!

Dropping the History test I'm afraid will further promote more non-readers in our schools.

Furthermore I would like for you to consider the much broader consequences of our students graduating High School without even the very basic fundamental lessons of our great nation's history.

If you recall in George Orwell's Animal Farm, this is one of the first steps in creating a population of young people who can easily be manipulated by leaders with propaganda and misinformation. "FOUR LEGS GOOD, TWO LEGS BAD."

Creating a generation of young people who know nothing of our government or history, and who do not care to know, I'm afraid has serious political ramifications for the creation of a Communist/Socialist State. Control over the intellectually inferior is a good first step down that road! Will we be creating a generation of sheep?

On the other hand, I taught long enough to be told by principals that I would be fired immediately if I was ever caught teaching anything not on the TEST!

We must be very careful what we wish for indeed.

Maybe a compromise could be reached where we drop the test requirement for graduation but still require students pass the course?

I strongly urge you to reconsider dropping the test requirements.

I have experienced both sides of this issue but fear an entire historically ignorant generation more.

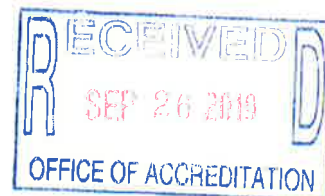
"They had come to a time when no one dared speak his mind, when fierce, growling dogs roamed everywhere, and when you had to watch your comrades torn to pieces after confessing to shocking crimes." George Orwell Animal Farm

Thank you for your time

Sincerely,

David A. Dunn
319 County Road 293
Oakland, MS 38948
662-623-9284

9/23/19



Virginia C. Walker
1126 Lyncrest Avenue
Jackson, Mississippi 39202

September 23, 2019

Jo Ann Malone, PHD
Office of Accreditations
Department of Education
P.O. Box 772
Jackson, MS 39205-0771

Dear Dr. Malone;

I would like my voice to count AGAINST terminating the final test in U.S. History. Why are you even considering this? One cannot be a knowledgeable and effective citizen if one does not know how our government became what it is today, or know about the men and women who formed it.

Again, please, do not stop giving the final test in U.S. history.. That seems to say that it is not important.

Sincerely;

Virginia C. Walker

Virginia C. Walker

JACKSON MS 39202

23 SEP 2019 PM 3:1



Jo Ann Malone, PHD
Office of Accreditations
Department of Education
P.O. Box 771
Jackson Ms 39205-0771

Angela Kitchens

From: Melissa Walker <mmwalker102@gmail.com>
Sent: Sunday, September 29, 2019 8:50 PM
To: Accreditation Shared
Subject: Please KEEP the State US History Test!!

I have taught US History and AP US History since 1993. I have received numerous awards during my long career, and I was National Board Certified in 1999 - the first year this designation was available in Social Studies. I also work as an item writer for various publishing corporations. My entire career and heart are in US History and I have witnessed first-hand the impact of the State Test in US History upon the field of social studies. It has been strongly to the good of education and the good of the young people of our state. It made this critical element of a rounded education important and valued. It brought US History from the "coach-taught" and ridiculous shadows into the important front stage where it belongs.

I know there are many vocal complaints: "We are testing our students to death." And to an extent, I concur. But if something must be eliminated, let it be some year of math or ELA somewhere. Please DO NOT snatch from the mouth of social studies its one and only state test.

In making an understanding of US History of enough value to warrant a state test, you affirm our national values. You give our students roots into their understanding of our society and culture. You say to our young people (and, indeed, to all of our people) that an understanding of our history and law is of value - which, of course, it most emphatically is!!!

If this state test in US History is dropped - woe be to our national values and to our young people's critical understanding of their past, present and future.

I beg you to KEEP the State Test in US History.

Melissa Harris (now Melissa Walker), NBCT

Angela Kitchens

From: Allyah Keith <allyahkeith@icloud.com>
Sent: Monday, September 30, 2019 11:06 AM
To: Accreditation Shared
Subject: US History comment

I believe the US history state test should remain . It is important that students learn their history , however the should teach more meaningful history instead of the white mans history and stop downplaying some of the bad things that the US had done .

Sent from my iPhone

Angela Kitchens

From: Diane Pope <dianecarapope1@yahoo.com>
Sent: Saturday, October 5, 2019 9:05 PM
To: Accreditation Shared
Subject: Do not stop the history test for graduation

Thank you
Without knowledge of history - history is doomed to repeat itself

Sent from my iPhone

Angela Kitchens

From: Craig and Joann Young <cjyoungs@earthlink.net>
Sent: Wednesday, October 9, 2019 1:37 PM
To: Accreditation Shared
Subject: History Test

I'm all for eliminating as much state standardized testing as possible, but eliminating the History test only will only make history less important in our schools. If we eliminated all of the state testing, then that would be a good step. Our students need MORE of History, Literature, and the Arts to help them in discovering where they came from, who they are now, and the ability to understand and express their FEELINGS rather than the computerized thought processes of STEM subjects (which would be put even higher on the pedestal if History is eliminated). Craig Young

October 10, 2019

Dear Members of the Mississippi Board of Education,

Since the inception of the United States History exam in 1998, I have had the privilege of serving on Mississippi's Social Studies Curriculum Committee as well as the U.S. History Test Committee. I have also presented at numerous workshops and worked with history educators from across the state every year. Please accept my perspective concerning the future of Mississippi's United States History Test.

I wish to begin by addressing the phrase "teaching to the test," as it is a mantra often cited by critics of the current United States History Test. Two decades ago, our state's social studies curriculum objectives and U.S. History graduation exam were developed at the lower end of Bloom's Taxonomy. The skills students were required to apply on the accompanying test were then determined by the "depth of knowledge" (DOK) of each objective's measurable verb. Students were taught to *list, describe, explain* and *memorize*. The original test required students to construct four essays and answer thirty-five DOK 1 multiple choice questions. It was quickly ascertained that Mississippi students struggled to write the constructed response essays and that the testing company struggled to grade the test in a timely manner, as well. As a result, the essays were dropped and replaced by an additional thirty-five, lower-DOK multiple choice questions. United States History teachers across the state became "islands" and assumed ownership of the test with little vertical alignment and support for disciplinary literacy. The Curriculum Revision Team of 2004 continued this trend in reduced rigor for the next six testing cycles until 2010, when the new 2011 Social Studies Framework (which was developed for the *next* six testing cycles) reflected the national movement to increase rigor on standardized tests in every subject. With little warning, the dramatically-increased rigor of our U.S. History test caught educators as well as parents by surprise.

Unlike other core disciplines that are assessed multiple times before students take exit exams in high school, social studies is currently tested only one time in a student's academic career, usually at the end of the tenth or eleventh-grade year. Due to the lack of vertical alignment and an accompanying growth model across grade levels, it became a challenge for teachers to meet the rigor of the new, higher-DOK skills assessed post-2010, skills such as *analyze, justify, appraise, and differentiate*. To meet the challenge, individual U.S. History teachers began to persuade feeder-course teachers to "buy in" to group accountability for test results by teaching at the appropriate rigor and infusing their classes with higher-level skills and vocabulary. High school principals realized that U. S. History teachers could not be "islands" and placed importance on teaching feeder courses at their required DOK levels as well as teaching more rigorous skills in elective courses. English and social studies teachers engaged in cross-discipline collaboration regarding which seminal documents would best serve both U.S. History and ELA courses in light of MCCRS requirements to utilize more non-fiction texts. To experience such collaboration between English teachers and social studies teachers through chronological history was astounding. Coaches, who teach most of the high school feeder courses (World History, Mississippi Studies, Geography, etc.) across the state, slowly bought in and began to apply their unique talents to the classroom, demonstrating how powerful a coach's

motivational skill set can be when applied to academic subject matter. In fact, all academic disciplines benefited as coaches became invested in their students' progress through data-driven discussions about student learning. Entire school districts bought in as well as they instituted Professional Learning Communities (PLCs) to align curriculum and create common assessments. Social studies staff development sessions began to include middle school teachers as well as a sprinkling of elementary teachers who also wanted to do their part in boosting student achievement.

As a result of these remarkable phenomena, most U.S. History teachers no longer consider themselves to be "islands," as students are entering their classes with advanced academic skills and functional vocabulary bases. For the first time since 1998, these teachers can now focus on the pertinent content of the U.S. History course as they review and apply the skills that students bring with them. Reading and writing abilities are blossoming as social studies teachers incorporate disciplinary literacy skills to help students conquer the rigor of the test. Teachers are proud, and students are elated when they report about their ability to incorporate social studies skills and content when writing assessments for ACT, SAT, or English essays. While some schools still isolate their U.S. History teachers and place expectations upon them alone, that stigma is fading as Mississippi goes forward.

Despite these developments, well-meaning educators, politicians and other opponents have dismissed the test's positive impact, treating it as merely an obstacle to student success. They claim that the test causes stress and anxiety for everyone involved without sufficient positive payoff to counteract its difficulties. Without the test, they argue, more creativity can be experienced in the classroom, stress levels will be reduced, and more time can be given to other preps and extracurricular activities. In response to these claims, test advocates will argue that no other single course empowers students with the necessary knowledge and skills to impact their daily lives and their futures quite like United States History. In fact, the cultural, political, and economic principles of social studies (which are not taught elsewhere) are fundamental to the health and longevity of our democratic republic. In this age of standardized testing, school districts will prioritize subjects and skills that are assessed. To remove all remaining accountability measures for the entire discipline of social studies is to chart its demise.

Eliminating the rigorous but immensely beneficial United States History test and denying the students of Mississippi this "rite of academic passage" will be an injustice at such a vital time in the history of our country and our state. Our students and teachers are better than the credit they receive. Surely, if this proposal is realized, there will be a plan already in motion to maintain the momentum built thus far in our progress toward academic parity with other states in our region. Rigor and accountability for students and teachers at *all* grade levels and in *all* disciplines within Mississippi's academic pyramid is essential to our state's future, one student at a time.

Sincerely,

Si Thompson
Retired Educator, Petal High School



Ocean Springs School District

2300 Government Street (39564)
Post Office Box 7002 (39566-7002)
Ocean Springs, Mississippi
Phone (228) 875-7706

Bonita Coleman, Ph.D.
Superintendent of Schools

RECEIVED

OCT 11 2019

Office of Accountability

September 24, 2019

Paula A. Vanderford, Ph.D.
Chief Accountability Officer
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Dr. Vanderford,

On behalf of the Department of Curriculum and Instruction of Ocean Springs School District, we would like to share our support to keep the U.S. History End of Course (EOC) exam. It is our belief that by keeping this assessment, it adds both value and accountability to the course as well as accountability to the students and teachers. Our teachers and curriculum staff have worked extremely hard over the years ensuring that students are prepared to show mastery on this exam. The results we have received over the last 5 years support this claim.

Despite supporting to keep this assessment, we do not believe in adding more assessments on the plates of students and teachers. By keeping the U.S. History assessment, it ensures that all the students in Mississippi understand the essential elements and standards associated with this course in order to show levels of mastery on this exam. It also ensures that this course is taught with the fidelity it deserves. If it's decided that this assessment will be taken away, then we believe that the value of the class will diminish and ultimately it will be a major disservice to the students of Mississippi.

Thank you for this consideration. If you have any further questions, please do not hesitate to contact me at bcoleman@ossdms.org.

Sincerely,

Bonita Coleman, Ph.D.
Superintendent of Schools



Academics – Arts - Athletics



Ocean Springs School District

2300 Government Street (39564)
Post Office Box 7002 (39566-7002)
Ocean Springs, Mississippi
Phone (228) 875-7706

Christopher J. Williams, Sr., Ph.D.
Assistant Superintendent

2300 Government St.
Ocean Springs, MS 39564
October 4, 2019

Jo Ann Malone, Ph.D.
Office of Accreditation
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Dr. Malone,

On behalf of the Department of Curriculum and Instruction of Ocean Springs School District, we would like to share our support to keep the U.S. History End of Course (EOC) exam. It is our belief that by keeping this assessment, it adds both value and accountability to the course as well as accountability to the students and teachers. Our teachers and curriculum staff have worked extremely hard over the years ensuring that students are prepared to show mastery on this exam. The results we have received over the last 5 years support this claim.

Despite supporting to keep this assessment, we do not believe in adding more assessments on the plates of students and teachers. By keeping the U.S. History assessment, it ensures that all the students in Mississippi understand the essential elements and standards associated with this course in order to show levels of mastery on this exam. It also ensures that this course is taught with the fidelity it deserves. If its decided that this assessment will be taken away, then we believe that the value of the class will diminish and ultimately it will be a major disservice to the students of Mississippi.

Thank you for this consideration. If you have any further questions, please do not hesitate to contact me @ cjwilliams@ossdms.org.

Sincerely,

A handwritten signature in blue ink, reading "Christopher J. Williams, Sr.", written over a horizontal line.

Christopher Williams, Ph.D.
Assistant Superintendent of Curriculum & Instruction

Mississippi House of Representatives

COMMITTEE ASSIGNMENTS:

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Post Office Box 1900
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nsanford@house.ms.gov

REPRESENTATIVE NOAH SANFORD

District 90

Covington, Jefferson Davis
and Simpson Counties

October 10, 2019

Dr. Jo Ann Malone
Mississippi Department of Education
P.O. Box 771
Jackson, MS 39205

Dr. Malone,

It is my understanding that the Department of Education is considering removing the U.S. History test from being administered. I write in opposition.

As the son of two public school teachers and the family member of many, many more, I understand the frustration and anxiety teachers and administrators feel regarding excessive testing. In Mississippi, we test math, science, and reading, nearly a dozen times each; history, however, is tested only once.

I have always loved history. My father was a history teacher and instilled that in me, I suppose, and wound up majoring in it in college. Throughout school—especially in high school—I felt cheated of a quality education in history because several of my history teachers simply did not teach. In most cases, they were coaches who were more concerned with who won a ballgame than with who won a war. However, in U.S. History, we had a teacher who taught. She came early, stayed late, and drilled those facts and names and dates into our heads, *because it was tested*; as a result, I wound up earning a perfect score on the U.S. History state test.

I now find myself in a position to help make education policy. I fully support the “let the teachers teach” movement and cutting down on the number of tests. I trust that the vast majority of teachers would continue to teach even if no there were no state test hanging over their heads. I do not, however, believe this would be the case with history. If U.S. History is no longer tested, that subject will join other histories in being pushed to the back and taught—not in every school, but in many—by teachers who are dispassionate about and unconcerned with the subject they teach.



Mississippi House of Representatives

COMMITTEE ASSIGNMENTS:

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REPRESENTATIVE NOAH SANFORD

District 90

Covington, Jefferson Davis
and Simpson Counties

My generation—millennials—is, on paper, the most educated generation in history. When it comes to the histories of our own nation or world, however, we are woefully ignorant. We are ignorant because the curriculum in place when we were educated was geared toward science, math, and reading; history was simply an afterthought. History has always taken a backseat. If this last test is removed, it won't be in the car at all.

I appreciate your time and efforts. Should I be able to provide any additional information, you may reach me at 601-517-6622.

Sincerely,

A handwritten signature in blue ink, appearing to read "Noah L. Sanford".

Noah L. Sanford

Neal McCarty
1730 W. Sudan Circle
Greenville, MS 38701
nmccarty@westernline.org
(601)-248-1736

October 17, 2019

Dr. Jo Ann Malone
Office of Accreditation
359 N. West Street
Post Office Box 771
Jackson, MS 39205-0771

Dear Dr. Malone,

United States History is important for all students. The breadth of knowledge acquired by this course is imperative for the understanding and appreciation of being a United States citizen. The initiative to stop an end-of-course assessment for U.S. History will dismantle the dedication and hard work of teachers across this state. Students would likely place little to no emphasis on this course. In the students' eyes, the state will devalue the importance and necessity of learning history. Unlike science, which is tested three times throughout grade school, history is only tested once. There is already such little importance placed on social studies frameworks at any grade level due to the emphasis on math and English language arts. Social Studies would vanish into the swamp of federal mandates. Graduates must remain accountable for historical knowledge, its bearing on current political participation and its bearing on society for future generations.

First, there is concern about the proposed revision to graduation requirements. As stated below, "All students enrolled in one (1) of the three (3) end-of-course Subject Area Test courses **must** pass the course and participate in the applicable end-of-course assessment in order to earn the Carnegie Unit." The use of the word *participate* suggests that simply taking the end-of-course (EOC) exams is all that is required. The only mention of passing is for the course, not the test. This statement leads one to believe that students do not have to pass any EOC test in order to graduate. In this case, students that carelessly take the EOC exams pose an enormous problem for school accountability. This will ultimately place more accountability on teachers and administrators while again lessening the accountability on students and parents. The proposed changes create a very difficult situation for teachers and administrators in the school accountability race.

Beginning with school year 2020-2021, students will be no longer be required to take the U.S. History end-of-course assessment. All students enrolled in one (1) of the three (3) end-of-course Subject Area Test courses **must** pass the course and participate in the applicable end-of-course assessment in order to earn the Carnegie Unit. The three (3) end-of-course Subject Area Test course are:

- Algebra I
- Biology I
- English II

Courtesy of the Mississippi Department of Education

Other points of concern are the recently adopted standards for Social Studies, the new testing format, adequate and abundant study materials, and the new test provider. In 2018, teachers began aligning to the new standards. This is the first year that students will be held accountable for them. This new test is no longer just 70 multiple choice items. This year students will demonstrate mastery with new question types such as: hotspot, multiple response, matching, inline text, and short answer. Mississippi lacks in effective test preparatory resources for U.S. History, while other states have abundant online resources. Texas, for instance, has provided seven EOC exams from previous years. Additionally, the test is no longer being provided by Pearson. Data Recognition Corporation (DRC) began providing the assessment last school year. Teachers are having to greatly adjust to significant changes, changes that are potentially only be valid this school year.

A new high stakes test for only one school year is neither fair to the students nor the teachers. There will likely be a larger pool of students failing this year's test because of the significant nature of the changes. How will the state adequately address this concern? As the current class of 2021 worries about passing, the class of 2022 is potentially off the hook. Will the state pay for DRC to create another exam for repeat testers in the fall of 2021? This is a tremendous investment of time, money and other resources to only use for one year.

Supporters of ending the U.S. History test highlight that students must pass this test to graduate. That statement is not entirely true, and it is certainly worth addressing. According to the Mississippi Department of Education (MDE), concordance tables provide opportunities for students who do not obtain a passing score on an EOC assessment. It examines a combination of scale score ranges (below the established minimum of 641) and the final course grade. The concordance table is displayed below.

MAAP Fall 2017-U.S. History

Concordance Table	Scale Score			
	640-637	636-635	634-633	632-631
A	PASS	PASS	PASS	PASS
B	PASS	PASS	PASS	FAIL
C	PASS	PASS	FAIL	FAIL
D	PASS	FAIL	FAIL	FAIL

The passing score for SATP2 U.S. History is 641.

Courtesy of the Mississippi Department of Education

Students failing to meet the approved scale score of a 641 can still pass if a specific final letter grade is achieved along with an appropriate scale score. In this scenario, a student that usually struggles on standardized testing can obtain a higher final course grade in the class by demonstrating mastery of skills through other means besides multiple choice testing. For instance, if a student earns an 80/B in the course, he or she may pass the EOC exam with a 633-scale score. It is also worth noting that a 641-scale score only translates to 25 out of 60 scored questions correct. That is 41.6% out of 100% possible. That is far below passing on most school district approved grading scales. Students that exhibit a strong work ethic and dedication to daily coursework throughout the school year have a lesser burden to bear to pass the test than meeting the 641 minimum scale score.

Assessment Options	Algebra I	Biology I	English II	U.S. History
ACT	17 (ACT Math Sub-Score)	17 (ACT Science Sub-Score)	17 (ACT English Sub-Score)	17 (ACT Reading Sub-Score)
Dual Credit/ Dual Enrollment/ College Credit	C or higher in MAT credit-bearing course	C or higher in BIO credit-bearing course	C or higher in ENG credit-bearing course	C or higher in HIS credit-bearing course

Courtesy of the Mississippi Department of Education

The Mississippi Department of Education also provides other avenues for passing the exam. According to MDE, composite score calculations provide opportunities for students who do not obtain a passing score on one or more EOC assessments. Students may pass if the scale score average of all tests is at least 646. Additionally, students may pass with an ACT Reading sub score of 17. It is also worth noting that a 17 on the ACT Reading Test is 5 points below Mississippi's College and Career Readiness benchmark of 22. Students may also pass by enrolling in and obtaining a C or higher in a credit-bearing college course. Additionally, students are given at least two attempts to retest depending on which year the U.S. History course is taken in high school. Students have a plethora of options to qualify for a diploma despite not reaching the state minimum raw score on the U.S. History EOC exam.

It is imperative that Mississippi continues to acknowledge the importance of social studies education. According to nationsreportcard.gov, the National Assessment for Educational Progress (NAEP) reported that only 18% of 8th grade students were at or above proficient in U.S. History in 2014. Astonishingly, 29% were below basic. Even more alarming was the 2010 data for 12th grade. Only 12% were at or above proficient while 55% were below basic. In a society where everything is highly politicized and everyone is encouraged to participate in the civic process, it is of extreme importance to advocate for greater awareness of civics and history. Mississippi should be proud of its efforts promoting civics and history education thus far despite no federal mandates to do so. The state should further embrace its importance and continue student accountability for the end-of-course assessment.

The future of our nation depends on strong civic minded students. Many teachers dedicate their time and energy to ensure that students are prepared for all high stakes assessments. Numerous reforms to this year's EOC test do not make a change of this magnitude worthwhile. Mississippi offers a variety of options for passing the state test even if failing to meet the approved minimum score. If the test is abolished as a graduation requirement, then every individual since 2003 that has not graduated solely due to failing the U.S. History test deserves a diploma. Students should remain accountable for the knowledge obtained in high school as teachers work diligently to increase school accountability ratings. Thank you for your time and consideration for continuing the U.S. History EOC Assessment.

Sincerely,

Neal McCarty
U.S. History Teacher
Riverside High School



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RESPECTFUL, RESPONSIBLE, and SAFE!

OCEAN SPRINGS MIDDLE SCHOOL

Carla McCaleb, Ph.D., Principa
3600 Hanshaw Road
Ocean Springs, Mississippi 39564
Office: 228-872-6210 Fax: 228-872-9850

3600 Hanshaw Road
Ocean Springs, MS 39564
October 16, 2019

Jo Ann Malone, Ph.D.
Office of Accreditation
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Dr. Malone,

On behalf of the Ocean Springs School District, we would like to share our support to keep the U.S. History exam. We believe it adds value and accountability to the course as well as accountability to students and teachers. Here in Ocean Springs School District, we have worked diligently to ensure that our students are prepared to show mastery on this exam. We are not in favor of adding more assessments to our student's educational experience but we do believe that the assessment adds fidelity to the course and ensures that our students understand and gain the knowledge needed to achieve mastery of the exam.

Thank you for your consideration in this matter. Please feel free to contact me should you have any questions.

Sincerely,

Carla McCaleb, Ph.D.
Principal
Ocean Springs Middle School



Angela Kitchens

From: Babette Duty <bduty@covingtoncountyschools.org>
Sent: Monday, October 21, 2019 1:24 PM
To: Accreditation Shared
Subject: US History Assessment as a Graduation Requirement

To Whom It May Concern,

I am writing to voice my opinion on the possibility of ending the US History assessment. I feel that stopping the assessment will not make the kind of change that parent groups and other groups are demanding in regards to the current testing culture. In fact, the by-product of ending the US History assessment is possibly going to be less informed citizens. I understand that the US History assessment is not required by federal law and can be removed without consequence. It just seems to me that because of the current level of misinformation among citizens in our nation, that removing a benchmark that requires students to reach a level of mastery and understanding of United States History, and requires a certain level of teaching about our nation's history is not going to be the best thing for students. Every decision we make should reflect the rationale that George Santayana, a philosopher said way back in 1863, "Those who cannot remember the past are condemned to repeat it..."

One of the most noble things about teaching is teaching the youth what was done wrong as well as right so they can learn from our mistakes not their own.

Thank you for the opportunity to offer my input.

Sincerely,

Babette Duty
Assistant Superintendent
Covington County School District
1211 South Dogwood
P.O. Box 1269
Collins, MS 39428
601-765-8247

"The point is to prepare the kid for the road, instead of preparing the road for the kid."

Claire Cain Miller and Jonah Engel Bromwich in "Snowplowing the Road to Adulthood"

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October 18, 2019

Dr. Jo Ann Malone & Members of the Mississippi State Board of Education,

My name is Kathryn Daniels, and I am a history teacher as well as the department chairperson and professional learning community leader for social studies at Petal High School. I am writing to express my support for the United States History exam in light of proposals that have called for its elimination. I hope that my perspective as an educator will provide insight for you as you deliberate on this very important decision.

Despite arguments to the contrary, I believe our existing graduation exam in U.S. History benefits the students and general culture of our state because it provides crucial accountability for vertical alignment in the discipline-specific literacy skills and content of social studies. Unlike the other core subject areas, the social studies have been systematically de-emphasized over the last few decades as federal mandates and standardized testing increasingly promote STEM and ELA skills rather than the humanities and arts. The existing U.S. History exam necessitates careful preparation and skill-building in earlier grade levels which assures students are receiving an appropriately rigorous and diverse education in U.S. History, World History, Government/ Civics, Economics, and Geography. Eliminating the U.S. History exam communicates something very clear in our current climate of accountability: this discipline should not receive the same emphasis as the other core subjects.

I fear that social studies classrooms across our state will become vehicles for test preparation or viewed as academic “dumping grounds” rather than fulfilling their intended purpose and potential. Even now social studies teachers across all grade levels fight to maintain the integrity and value of our discipline in response to claims that our content is outdated and our instruction replaceable in the digital age. For the continued flourishing of our democratic republic and the well-being of our populace, this cannot be allowed to happen. History, geography, civics, and economics teachers should be allowed “a seat at the table,” and the existing U.S. History exam gives them leverage as well as a voice in education.

One argument raised by my fellow educators who oppose the exam is valid and worthy of consideration. The dramatic increase in rigor of the post-2011 exam left school districts across our state ill-prepared and reeling, and we are still working to provide appropriate scaffolding and support for student success on the existing exam. However, this rigor roadblock should not derail an entire discipline by dictating the removal of our place in the accountability model. I advocate going back to the drawing board and reconsidering which subject matter and/ or grade level is tested. Furthermore, a re-evaluation of the K-12 course progression might be in order, as the recent social studies curriculum revision was underfunded, cut short, and poorly organized by the Mississippi Department of Education. Yes, this curriculum and assessment re-evaluation will require additional time, energy, and money, but it is an investment that will reap rewards for our children and society at large.

Our students deserve the personal agency that proficiency in social studies skills/ concepts provides them. Social studies classrooms support literacy and enhance reading, writing, and critical thinking skills, and there is no substitute for the discipline-specific argumentation or knowledge base that a robust social studies education offers. It is imperative that we expect social studies teachers to maintain the same instructional excellence as other content areas by emphasizing the value of historical, economic, civic, and geographic content in our accountability model and state-wide educational expectations. This decision should not be based upon what is most expedient for teachers, administrators, or state officials, but what is best for the life-long empowerment of our children.

Thank you for your time and consideration of my viewpoint.

Sincerely,

Kathryn Daniels
Petal High School
kathryn.daniels@petalschools.com
(601) 549 – 0698

October 21, 2019

Skye Morgan
Petal High School
1145 HWY 42 East
Petal, MS 39465

Dr. Jo Anne Malone and the Office of Accreditation,

My name is Skye Morgan and I have taught United States History in the state of Mississippi for the past ten years. I have a passion for teaching history that stems from its inherent value. There is no substitute for a good social studies education. Social studies education is the vehicle for teaching both the importance and methods of active civic participation. It is of utmost importance that our students understand the importance of active citizenship. I truly believe that every social studies educator throughout our great nation carries the responsibility of teaching active citizenship in our democratic republic. Due to the importance of a well-rounded and thorough social studies education, I am writing today to recommend the continuation of the United States History examination.

As you are all aware, the accountability model is an important tool in grading the productivity and success of schools-administration, teachers, and students alike. Even though it is especially important for students to have a diverse and well-rounded education, there is a still particular amount of focus put on the subject-area-tested classes. To remove one subject and not the others sends a message that the removed subject is not important. Administration in struggling schools will quickly use social studies educators to teach and assess reading comprehension in a way to support English Language Arts teachers. I agree that part of the value of social studies is to support literacy. However, I argue that it should not be at the expense of teaching social studies. One thing the 2010 revision of the United States History test did was force administration to hold social studies teachers accountable for their discipline. Social studies teachers across grade levels were, for the first time, compelled to collaborate and align instruction. This practice is what is best for students. We must value social studies as it has the power to create a well-rounded and productive participant in our democratic republic.

We cannot send the message that social studies does not matter in the accountability model. The removal of social studies in the accountability model can have dangerous effects. Students throughout the state will lose valuable instruction that is pertinent to the survival of our nation as and the values that we hold dear. If the test is eliminated in the current accountability system, we are essentially allowing the elimination of quality social studies instruction across the state. We must continue teaching the lessons of the past to guide present decisions and pave the way for an even better future.

Sincerely,

Skye Morgan
United States History Teacher and History Department Co-Chair at Petal High School

Angela Kitchens

From: Toren Ballard <toren@mississippifirst.org>
Sent: Tuesday, October 22, 2019 3:13 PM
To: Accreditation Shared
Subject: U.S. History End-of-Course Exam

Public Comment from Mississippi First:

Mississippi First has been studying the issue of “over-testing” since 2015, and we applaud the work of the State Board of Education in examining the issue. However, we believe that the State Board should clearly answer some questions for the public prior to taking a step of this magnitude.

First, what does the State Board hope to achieve by eliminating this exam? Repeatedly, we have heard that proponents of this change want to “reduce testing.” As the State Board is well aware, Mississippi students take 18 state-mandated tests prior to graduation (not including state-mandated literacy screeners). Of these 18 tests, 14 are taken before high school—15 if a student takes Algebra 1 in eighth grade. The U.S. History exam, one of four high school exams spread out over several years for most students, represents just 6% of all state tests. This is not even to mention the fact that most testing is driven by districts, not the state. The “relief” provided by eliminating this test—the only one not required by federal law—would be small. The negative consequences, though, could be great.

Policymakers signal the importance of a given subject by whether it is accompanied by a standardized assessment. There is no way to eliminate the U.S. History exam without tacit admission that this subject no longer holds the same weight as math, English, and science. It also sends a message to students: understanding the history of our nation is not essential for a Mississippi high school graduate. These messages can have real effects on the behavior of schools. One of the most alarming findings in our testing report was that the low-performing schools we studied deliberately redirected time meant for science and social studies to reading and math test prep. We believe it is likely that many high schools—especially our lowest-performing—will encourage social studies teachers to use their time not to teach students about history but to practice for other state exams, should the U.S. History test be eliminated.

Secondly, how does the elimination of the U.S. History exam—and its attendant consequences—support students in accessing a better education? We agree that testing in many school districts has grown far beyond its usefulness as an instructional tool. Our research into this problem, though, points to a much deeper problem that can’t be fixed by eliminating a single state test—it points to the need for greater training and support around the proper use of assessments, data, and instructional time. Such an undertaking would be difficult and costly, and would not easily lend itself to the splashy headlines so often prized by politicians when the soundbite, and not the substance, is the point.

We believe this issue needs more study and urge the State Board to vote against the change.

Angela Kitchens

From: Kathy Young <kathyyoung2018@gmail.com>
Sent: Tuesday, October 22, 2019 5:07 PM
To: Accreditation Shared
Subject: U.S. History end of course exam

The following are a few of the reasons that the U. S. History State test should not be eliminated:

The test is important because it is a standard that "all" schools should be required to meet in their instructional process and mastery of our history.

Understanding and appreciation of the history of our country and the quest of the freedom we enjoy and the lives lost in battles to secure and retain for future generations are important for students to be knowledgeable of. Students and even adults don't know basic facts about our history.

There is a movement for Socialism without understanding its effect on people and how it has failed in every country that has tried it and the freedoms lost in the process.

Knowledge of the United States and interactions with other countries and impact it has had on our country. Study of history is necessary to avoid mistakes made in the past, less we repeat them again.

Of all the test given I would think the History test is the most important one for it has given us the freedoms we have and wish to continue.

Teachers are against the test because they are tired of administering required test that interfere with the process of teaching. I have been there and was part of the process and heard the grumbling.

Kathy Young 662 568 7710 Former School Librarian for 25 years



Ocean Springs High School



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Vickie J. Tiblier, Ph.D., Principal
6701 Old Spanish Trail • Ocean Springs, MS 39564
Phone: (228) 875-0333 • Fax: (228) 875-7404

6701 Old Spanish Trail
Ocean Springs, MS 39564

Jo Ann Malone, Ph.D.
Office of Accreditation
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

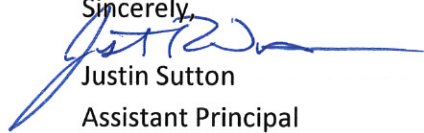
Dr. Malone,

I would like to share my support to keep the U.S. History End of Course (EOC) exam. It is my belief that by keeping this assessment, it adds value and accountability to the course and to the entire history curriculum taught in Mississippi. Unfortunately, social studies has become a forgotten subject in many of schools because of the lack of an accountability measure in this subject until high school.

While we all know that testing has been a hot button issue, especially in an election year, the elimination of a single test will do little to actually impact the amount of testing occurring in schools. Instead, this elimination will most likely score cheap political points, and it could very well lead to more discussions concerning accountability and testing that would be detrimental to our students such as ACT only testing.

Thank you for this consideration. If you have any further questions, please do not hesitate to contact me at jsutton@ossdms.org.

Sincerely,



Justin Sutton
Assistant Principal
Ocean Springs High School



Ocean Springs High School



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Jo Ann Malone, Ph.D.
Office of Accreditation
Mississippi Department of Education
PO Box 771
Jackson, MS 39205-0771

Dr. Malone,

On behalf of Ocean Springs High School, I would like to share my support to keep the U.S. History End of Course (EOC) exam. It is my belief that by keeping this assessment, it adds value and accountability to the course as well as accountability to the students and teachers. Our teachers and curriculum staff have worked extremely hard over the years ensuring that students are prepared to show mastery on this exam. The results we have received over the last 5 years support this claim.

Despite supporting to keep this assessment, I do not believe in adding more assessments on the plates of students and teachers. By keeping the U.S. History assessment, it ensures that all the students in Mississippi understand the essential elements and standards associated with this course in order to show levels of mastery on this exam. It also ensures that this course is taught with the fidelity it deserves. If it is decided that this assessment will be taken away, then I believe that the value of the class will diminish, and ultimately, it will be a major disservice to the students of Mississippi.

Thank you for this consideration. If you have any further questions, please do not hesitate to contact me at vtiblier@ossdms.org.

Sincerely,

Dr. Vickie Tiblier
Principal
Ocean Springs High School

APA Comments in favor of eliminating the U.S. History End-of Course Assessment

Angela Kitchens

From: Billy McMurry <billymcmurry@gmail.com>
Sent: Friday, September 20, 2019 6:24 PM
To: Accreditation Shared
Subject: U.S. History Test

Hello,

I've been a history teacher for 25 years. I have taught 11th grade U.S. History since the state test was implemented. I feel that having a state test is more of a hindrance to learning history than it is helpful. I will give you one example of why. The U.S. History course is from Reconstruction to the Present. Since the student must know why Reconstruction is happening, we as US History teacher must go back over the Civil War since the students haven't had the Civil War since 8th Grade, and now that has been moved back to seventh grade. It's hard to go back over the Civil War when you need all the allotted time to cover everything else to make sure they are ready for the State Test.

That is just one example. I feel that we can't spend enough time on the events that we think are most important due to what the curriculum expects us to cover for the test.

So, in my opinion i say scrap the test.

If there is going to be a state test in Social Studies it should be in US Government and Economics. To me this affects them as adults more than anything.

Billy McMurry

Sent from my iPhone

Angela Kitchens

From: David Tadlock <david.tadlock@vwsd.org>
Sent: Friday, September 20, 2019 10:30 AM
To: Accreditation Shared
Subject: David Tadlock

Hello Im a teacher/coach at Vicksburg High School. Im against end of the year assessment for US History.

The foregoing electronic message and any files transmitted with it are confidential and are intended only for the use of the intended recipient named above. This communication may contain material protected by the Family Educational Rights and Privacy Act (FERPA). If you are not the intended recipient, copying, distribution, or use of the contents of this message is strictly prohibited. If you received this electronic message in error, please notify us immediately at:
Vicksburg Warren School District
1500 Mission 66
Vicksburg, MS 39182
601-638-5122

Angela Kitchens

From: Candy Norvell <cnorvell@tcsk12.com>
Sent: Friday, September 20, 2019 10:44 AM
To: Accreditation Shared
Subject: HISTORY REQUIREMENTS

True history is a vital part of our future, for we all learn from our past; however, the need for a required history state test over and above the required history courses, does not seem like a necessary graduation requirement.

I strongly defend the need for history to be taught at every grade level. It is no less necessary than science, for both have led us to where we are today and where we will be in the future.

Peace and Blessings to you,
Candy

Angela Kitchens

From: Anna Fontenot <afontenot@greene.k12.ms.us>
Sent: Friday, September 20, 2019 11:29 AM
To: Accreditation Shared
Subject: US History Assessment Comments

I think that I am one of the many that believes that the US History State Test should be removed. There are countless reasons why I personally feel this way. One issue that I have always had with the US History State Test is that many of the students who struggle with reading comprehension struggle with the test. I completely understand that students should be able to read and comprehend in accordance to the test, but I have found that many students struggle with the amount of quote analysis on the test. If the purpose of the test is to determine their knowledge of the 'history' standards, then many students are struggling/failing because of their reading comprehension. In my opinion, this truly does not tell us anything about their understanding of 'history' standards. As many news sources have mentioned, I am also opposed to the test because it is not federally mandated. I also believe that there is an overwhelming amount of information that must be completed in a rather short period of time. From 1865-Present day can not be thoroughly covered by the time that state testing window is up, and I find that many US History teachers end up cutting their curriculum short. Some teachers just play a gambling game and try to focus on what they think is the most important information. I believe our students would benefit from a more in depth look at their curriculum, instead of a rushed view. I think it is time we allow our history teachers to have time to dig deep into concepts that can help shape our students to be better citizens and future influences for our country.

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Confidentiality Notice: *This communication and any documents or files transmitted with it are confidential and are intended solely for the use of the Greene County School District and the individual or entity to which it is addressed.*

Angela Kitchens

From: Lisa Smith <lisaandjrsmith95@gmail.com>
Sent: Friday, September 20, 2019 12:25 PM
To: Accreditation Shared
Subject: U.S. State History test

I believe that the U.S.State History test should be eliminated as a requirement for graduation for high school students. As a parent, my daughter who was an excellent student with an A-B overall grade average, failed this test the first time that she took it, and we decided to send her to a private school her senior year where this test is not required to graduate. My son is currently taking the U.S History course this year as a junior in public high school. This test causes so much pressure for the students as well as the teachers. If this test was eliminated, history teachers could focus more on covering other things in U.S. history rather than trying to prepare them for this stressful test that is not even required by the federal government.

Please consider eliminating this test as a requirement for graduation. It causes students to fail it to possibly not graduate, or to have to change schools which should not have to happen. If the students pass the U.S. history class, that should be the only requirement of graduation.

Thank you for your consideration,
Lisa Smith

Sent from my iPhone

Angela Kitchens

From: Wendy Roebuck <wendyroebuck@mcsd.us>
Sent: Friday, September 20, 2019 12:29 PM
To: Accreditation Shared
Subject: History Test

I feel that the History Test should not be required. We test these students too much and the only test that colleges care about is the ACT. Employers just want to see that diploma. School should be for learning and growing as an individual, not learning how to take tests,

Angela Kitchens

From: John Harris <johnharris@mcsd.us>
Sent: Friday, September 20, 2019 1:56 PM
To: Accreditation Shared
Subject: US History Exam

I feel like that money could be saved by eliminating this test. That money could be used for other educational services that are mandatory. Thanks

--
John Harris
Smithville High School
Head Baseball Coach
"Everything Counts"

Angela Kitchens

From: Vanessa Molden <3g2bvm@gmail.com>
Sent: Friday, September 20, 2019 2:08 PM
To: Accreditation Shared
Subject: State History Test

I support eliminating the state history test.

I am a parent of five all of them attended school in MS. Three of them successfully passed the test. One is a freshmen in high school and one graduated from high school in FL where no state test was required at the time.

Thank you for your consideration.

Vanessa Molden

Angela Kitchens

From: Ellison, Leisa <lellison@calhounk12.com>
Sent: Friday, September 20, 2019 2:14 PM
To: Accreditation Shared
Subject: US History State Test

I have been a social studies teacher for thirteen years, eight of which have been in the public school setting. During those eight years, I have taught the eleventh grade US History state assessment course. As a result, I feel very strongly about this issue, and I feel that the US History state test should no longer be given to our students. I have a few reasons that I would like to express. First, it is not required under federal law; therefore, there is no federal mandate requiring the state to give the exam. Second, I have very little flexibility in my teaching, due to the amount of information that must be processed by my students. History, unlike other subjects, is constant. As a result, I currently have one hundred and thirty-two years that I must cover, which means if I want to spend more time on one unit than I do another I cannot, or if I want to take time and discuss their feelings on past or present issues and have real discussions, I do not have the time. My third reason is that colleges do not look at what a student makes on the state US History test. Colleges are only concerned with either the ACT or the SAT. Those are the ones that determine scholarships and entrance into certain programs, and as educators of any subject area, we do not have time to focus on helping improve those scores because we have to put all our time into a state test that a college is not even concerned with.

In closing regardless of the committee's decision, I will continue to teach US History with the same passion that I always have; because I love my subject. However, I wish the state would do away with this unnecessary test. Actually, I wish we would go strictly to the ACT. The ACT is the test that will help our students in the long run.

--

Leisa Ellison
Social Studies Teacher
Vardaman High School

Angela Kitchens

From: Todd Ryder <tryder@prc.k12.ms.us>
Sent: Friday, September 20, 2019 2:34 PM
To: Accreditation Shared
Subject: Public Comment: U.S. History Assessment

Greetings Fellow Americans. Grace and peace to you from God our Father and our Lord Jesus Christ.

I commend the Board on its decision to eliminate the US History EOC assessment. We should continue to teach US History as a requirement for graduation, but testing at the State level is unnecessary.

Thanks you for your service and leadership.

Semper Fidelis

Col Todd Ryder
USMC (Ret)
Mobile Ph#: 985-788-6359

Angela Kitchens

From: Jody Smith <SmithJ@wcsdms.com>
Sent: Friday, September 20, 2019 4:52 PM
To: Accreditation Shared
Subject: U. S. History Exam

In considering the cost of testing across our entire program of exit exams, it seems to me that the U. S. History Exam would be a logically the first exam on the chopping block. I believe this because of the fact that we are over testing our students and disrupting the wonderful art of teaching. We have great History teachers on our campus, but they are truly bound up and restricted by the U. S. History exam. I believe that teaching is an art and that art flourishes best in an environment that stresses good teaching over good testing. A great Social Studies program can bring about the true wonder, excitement, anger, and courage of the American experience. A good History teacher can change a person's life forever. I do believe that the test is shackling our students from truly experiencing our proud and sometimes shameful past. Only through examining our sins and the sins of others, can we raise a generation of students that will learn from our past so that we are not doomed to repeat it. We cannot afford to go backwards. Forward is the way, the only way.

Thank You and God Bless America,

--
Jody L. Smith
Coordinator
Wayne County Alternative School

Angela Kitchens

From: Brad Ware <bradtonya4009@aol.com>
Sent: Friday, September 20, 2019 5:34 PM
To: Accreditation Shared
Subject: State Testing nightmare

Dr. Malone, I am writing to you to request that the State History Test nightmare be done away with and all other state testing.

I want to commend the State Department of Education for seeing the light and making plans to take the State History Test out of the graduation equation. Now, we need to make sure that this intention becomes reality. We need to let our voices be heard once again that this burden on our students and teachers should be eliminated as immediately! I am a 45 year old man and I see where y'all have not prepared people for the workplace. I am a manager and it's beginning to show. I also have children in school and everything and ever test is geared towards state testing. And the curriculum is too advanced. My 6th grader is learning what I learned in 10th grade. No wonder we are having so many students committing suicide. We are more worried about being the BEST with state test scores and we have taken God out of the schools. There are people dying and going to hell because we haven't introduced and spread the gospel. This education will one day not be worth a hill of beans and then many will perish and burn in the depths of hell forever.

Do you know Jesus Christ Personally?

Sincerely,

Brad Ware
Deacon of Brandon Baptist Church

#LetTheTeachersTeach

Sent from my iPhone

Angela Kitchens

From: Marsha McNail <mmcnail@marionk12.org>
Sent: Saturday, September 21, 2019 3:58 PM
To: Accreditation Shared
Subject: US History Test

Dr. Jo Ann Malone,

As a teacher of over 20 years in Mississippi and nearly all of those years in the area of US History, I have seen a dramatic decline in the actual knowledge of my students. The interest in the study of History is gone. There is no assessment to measure where my students are before they get to me, so the social sciences are sorely neglected until the US History course. Students come to me lacking basic geography skills needed to understand western expansion. I have to teach skills needed to analyze documents, political cartoons, photographs, and all sorts of historical pieces.

Since the US History test is the last test before graduation, it is not taken that seriously among students; especially since word got out about the various safety nets we have in place.

The US History test simply doesn't assess the information it was intended to the almost 20 years ago it was put in place. Students know less history now than they did then. We've started to only stress US History in one year instead of an entire curriculum. This test needs to be eliminated from the graduation requirements.

Thank you,
Marsha McNail
East Marion High School
US History Teacher

Sent from my iPhone

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The

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Angela Kitchens

From: gladysparker1962@yahoo.com
Sent: Saturday, September 21, 2019 4:40 PM
To: Accreditation Shared
Subject: US History test

I am so happy that this test may be removed from the requirements for graduation. This test is extremely stressful for students; since it has such a large information base to pull from, it IS intimidating!

Reason 2: the national "standard" is ACT and they don't test history.

Reason 3: other than political science and history majors almost no university majors require any more than 12 hours (maximum) in history.

This would be one less stressful test for our students so that they can focus better on the ACT that year. The ACT is the test that will follow them and affect their future, it should be the focus of high school education.

Please do away with this test!

Sent from Yahoo Mail for iPhone

Angela Kitchens

From: Pam Hall <cphallart@comcast.net>
Sent: Saturday, September 21, 2019 10:02 PM
To: Accreditation Shared
Subject: U.S. History state test

Please stop requiring students to take the U. S. History state exam. I do believe students should continue to be required to receive a credit in U. S. History for graduation, but please do away with this state test! Thanks for your consideration of my request.

Pam Hall, CALT and Special Education Teacher

Sent from my iPhone

Angela Kitchens

From: T Allred <biologos.ta@gmail.com>
Sent: Sunday, September 22, 2019 11:59 PM
To: Accreditation Shared
Subject: Use US Naturalization test

As a former teacher, the only exam given for this course should be the US naturalization exam. That should cover it.

Angela Kitchens

From: Cynthia Gray <mg1981missy@gmail.com>
Sent: Sunday, September 22, 2019 12:28 PM
To: Accreditation Shared
Subject: US History EOC Testing

EOC testing is taking away from our students learning their history in class. Teachers are too focused on teaching what is needed to know to prepare for this test and not what is important to the general history education of our children. Many students are so stressed about the test, that they suffer physical ailments. I have seen students refuse to eat because they were afraid they would vomit just from the stress this test causes. My own child dropped out of high school in her senior year because she failed the state test. She had passed the class with a C, but failing the test meant she wouldn't graduate unless she took it again and passed. This is just a test. It shouldn't dictate whether our children graduate or not. Some kids are not successful test takers. Please remove this undue stress from our future leaders.

Angela Kitchens

From: Primus, Caroline <caroline.primus@rcsd.ms>
Sent: Monday, September 23, 2019 6:14 AM
To: Accreditation Shared
Subject: Eliminate U.S. History Exam

As a U.S., World, and AP World History teacher myself, I have been able to compare and have seen the negative effects of the state test requirement on my students. The testing drains my students, and the time dedicated to benchmarks tests, teaching test techniques, and review, as well as the fast pace of the course to be able to meet benchmark deadlines, robs them of time that could be spent really digging into the meat of their country's history. Eliminating the state test would allow my U.S. history students to do more of what my other history students can do: read in depth on primary sources, create arguments, have historical discussions and debates, and write! Those activities not only lead to more engagement of my students in lessons and in history, but they are also more effective strategies for college and career preparation. They would better prepare my students for life outside of school and grow them into better, more informed American citizens. I would not need a state test to measure that.

Those that argue that eliminating the state test would lessen the importance of history are not considering this aspect of state testing. The test itself diminishes the importance of history and instead directs the focus to scores. Eliminating it would give teachers the ability to foster so much more of a passion for American history in our future generations.

In addition, history subjects will still be a requirement for graduation, and therefore they will still be treated as more important than electives by schools and students. For example, although the English state test is given in English 2, English 3 and 4 are still given importance. This can be seen in math and science, as well. History is a core subject, and it will be treated as such, even without a test.

Please eliminate the U.S. History state test, and thank you for your consideration.

--

Caroline Primus
U.S. and World History Teacher
Florence High School
232 Highway 469 N
Florence, MS 39073
601-845-2205

Rankin County School District

Mission: Bring Everyone's Strengths Together! We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

Vision: Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

Angela Kitchens

From: LaKeisha Ivy <livy@okolona.k12.ms.us>
Sent: Monday, September 23, 2019 9:02 AM
To: Accreditation Shared
Subject: U.S. History

Greetings,

I am writing this letter in regards to the proposal of eliminating the U.S. History EOC exam. Although, learning about United States history is important for students, I do not see the need for students to be tested in this area. I support the elimination due to the number of students I have seen that were not allowed to graduate because of failing this exam. It's very heartbreaking to tell students and parents that they are not eligible to graduate because of one exam. I have been a school counselor for the past four years and each year I have had at least one student not to graduate because of this exam. Hopefully, the elimination of this exam will help students come closer to reaching their goal of graduating from high school.

Sincerely,

--

LaKeisha D. Ivy
School Counselor
Okolona High School and Middle School
P: (662) 447-2362 F: (662) 447-3306



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Angela Kitchens

From: True, Kathy <ktrue@wvwd.k12.ms.us>
Sent: Monday, September 23, 2019 9:04 AM
To: Accreditation Shared
Subject: U. S. History Test

As a former subject area tested teacher and current district testing coordinator, I would support the ending of Mississippi Department of Education's requiring the participation in the U.S. History assessment. Any unnecessary obstacles to our students having the opportunity to graduate should be eliminated. Furthermore, as a tax payer, I do not support wasteful spending on unnecessary expenditures. The funds used to pay for the U.S. History assessment could be used to support instruction within the classroom rather than paying for an assessment that is not required by the federal government.

--
Kathy True, EdS, NBCT
Water Valley School District
Federal Programs Director
District Testing Coordinator
544 Market Street
P.O. Box 788
Water Valley, MS 38965
Phone (662) 473-1203
Fax (662) 473-1225

If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.--Dylan William

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Angela Kitchens

From: Philip Poole <philip.poole@brookhavenschools.org>
Sent: Monday, September 23, 2019 10:30 AM
To: Accreditation Shared
Subject: U.S. History State Test

To Whom it concerns,

I teach United States History at Brookhaven High School, and one of the worst things that I see every year is students struggle to pass the State Test. The students that I am speaking about mostly are those students that are extremely gifted with a mechanical mind. Many will be Automotive technicians, Welders, Construction workers etc. This students struggle to get out of school, and a high school diploma, or GED is needed to enroll in these programs at a Community College. If students fail the U.S. History test and do not graduate it increases the chances of students dropping out or enrolling in a GED program. This hurts the school districts as well as the State Board of Education. The less negative we pull the education in the state of Mississippi the better we are as a state, and the more respect we can gain with media and federal government.

The state U.S. History test covers so much information it is very difficult to cover it in the detail that is needed. We are on a straight block and we are able to teach 95 minutes a day for 5 days every week. I am able to keep things fresh on their brains but still have to be done with history from 1877-2016 by early May so that we can get scores back for seniors trying to graduate. My pass rate on the state test has run from 85%-95% (estimation) every year. Some students are having to enroll in classes at a Community College so that they can graduate and be productive members of society. I have at least 5% of students that are not able to pass the state test, and many of these students fall into poor socioeconomic backgrounds. What this shows is a bias approach to education where if you have money you can buy your way out.

I had a student several years ago that went from junk yard to junk yard looking for parts. He wanted to make a small generator that he could use in his bedroom to run a small air conditioner when the power went off or a hurricane hit. He found enough parts and put them together, from the ground up. He was so proud of his generator he had his grandfather bring it to school to show me. He also asked if he could use that as his science fair project, because at the time I taught 7th grade science. I allowed him to use the generator as a science fair project because he used the scientific method to figure out how to produce enough power to run the small air conditioner. This student was 16 years old in the seventh grade, and struggled to read. He never got out of the 9th grade and only got that far because of social promotion. The student was never able to attend a Community College, he was never able to be a productive tax paying member of society. He could not help that his learning disability was ignored, because the district was over the quota of black males in special education. We as a state, a district, and educators failed this young man with a brilliant mechanical mind. We forced another person into a low socioeconomic life that serves as a prison in our society. I will not name the school district at question, but the quota was the excuse given to me in 2007. It was my first year teaching and I did not know what to do or who to communicate. This was one of the reasons that I chose to leave the district after two years. I also know that if this student did get far enough along for United States History he would not have been able to pass.

We as a state that historically is at the bottom of the country in education, need to look in a different direction to help students achieve. Testing will drive drop out rates and will continue to put our students back in a low social standing making little to no money. Mississippi is a state that is and has been driven by agriculture and

level one economic activities since inception. People with skills are needed in this state and in others, if we educate students to the best of our abilities, and prepare them to be productive members of society we have achieved our goal as educators. People develop goals and work ethics, and they pass these traits to their children environmentally. Big picture such as this are the things that can make a positive mark for the state of Mississippi. This one state test can help students achieve more by applying less stress. I do feel that algebra is needed as well as English language tests are needed to judge growth and develop educational goals. I do feel that at some point we need to make them pass those to graduate with a diploma, if they can not they should be able to get a general education degree (GED) that can allow them to pursue a vocational job.

Sincerely,

C. Philip Poole III
Brookhaven High School
United States History/ United States Government Teacher
Assistant Varsity Football Coach

Angela Kitchens

From: Marty Lee <mlee@prc.k12.ms.us>
Sent: Monday, September 23, 2019 11:23 AM
To: Accreditation Shared
Subject: State Test

I have been teaching us History since 2000 and during that time I have noticed that it has been more about teaching the test rather than really teaching kids US History. I really think the ACT test is a more true viable test to see what students really know.

Angela Kitchens

From: Jonathan Honeycutt <jonathanhoneycutt@mcsd.us>
Sent: Monday, September 23, 2019 11:47 AM
To: Accreditation Shared
Subject: U.S. history S.A.T.P.

I am grateful for a chance to voice my opinion. I have been teaching high school history since 2000. I enjoy students and I have seen many good changes in education. In my opinion, the elimination of the U.S. history S.A.T.P. should happen. This test favors good multiple choice test takers and not necessarily good history students. I think this money could be spent elsewhere for our students. I have also seen students that did not pass the U.S. test go to private school for a year and graduate without the history S.A.T.P.; this is fine, if one can afford it. I have also seen students that would graduate in other state's, have to take the G.E.D. and not graduate with their class because of this test. I sincerely hope the board will consider eliminating the U.S. S.A.T.P. test.

Sincerely,

L. Jonathan Honeycutt

Angela Kitchens

From: Trae Brown <TBrown@jcsd.k12.ms.us>
Sent: Monday, September 23, 2019 1:50 PM
To: Accreditation Shared
Subject: Chapter 36, Rule 36.4: Assessments Required For Graduation

As a high school history teacher I fully support the removal of this exam. I believe that the state graduation rate will increase as a result.

Trae Brown

Angela Kitchens

From: Avery Nobles <anobles@scott.k12.ms.us>
Sent: Monday, September 23, 2019 5:14 PM
To: Accreditation Shared
Subject: US History EOC assessment

To whom it may concern:

It is my belief that the US History test not be a requirement for graduation. I think that schools and students should be held harmless for the 2019-2020 school year for the US History test.

Thanks,

--
Avery Nobles
Principal
Morton High School

From: mamadorris@gmail.com
To: [Accreditation Shared](#)
Subject: US History End-of-Course Exam
Date: Tuesday, September 24, 2019 12:50:43 PM

As a US History teacher for over twenty years, I have seen many changes in curriculum and graduation requirements. I have had hundreds of children pass the US History test over the years, and I have had others that struggled to pass it. In my opinion, teachers are not able to cover material and go into the kind of depth that some topics in US History deserve because of time restraints and the requirements of what has to be covered for the test. I believe that the end-of-course exam in US History should be eliminated.

[Sent from Yahoo Mail for iPhone](#)

From: [ashlyn](#)
To: [Accreditation Shared](#)
Subject: US HISTORY
Date: Wednesday, September 25, 2019 10:16:48 AM

I think it should not be a required test to graduate. The stress alone from having to worry if you'll graduate because of the test when you have good grades on EVERYTHING ELSE, is detrimental.

Sent from my iPhone

Angela Kitchens

From: lindseyturner@bellsouth.net
Sent: Wednesday, September 25, 2019 10:53 AM
To: Accreditation Shared
Subject: US History end of course exam

Dear Sir or Madame,

My opinion on the future of the end of course exam for US History as a requirement for graduation in the state of Mississippi is that this exam should be eliminated.

Thank you,

Lindsey Green

Angela Kitchens

From: Chism, Chris <cchism@pearlk12.com>
Sent: Friday, September 27, 2019 9:36 AM
To: Accreditation Shared
Subject: US History Test

Good afternoon.

I am for removing the US History test for multiple reasons.

1. This test is not a federal requirement. With all of the testing that **is** required, this additional test is unnecessary.
2. The opportunity to retest has been cut significantly. Several years ago students were given at least 4 opportunities to retest. We now only retest in December and May. Our graduation ceremony is quite early, because we are limited to dates by the facility we use. On many occasions, re-tester scores do not arrive in time for students to walk with their peers in the event they pass this test.
3. Having the US History test limits freedoms within the classroom. We have some wonderful teachers here. I can only imagine how good they would be if they weren't limited by a test blueprint. I would also love to see students taking field trips and getting outside the classroom with history. We are very limited with these field trips and excursions because of the loss of valuable instructional minutes.
4. While some will argue taking this test away will reduce the amount of history our students know, I tend to disagree. Our students have become much better at taking history tests; however, testing proficiency doesn't necessarily translate to actual knowledge of history in real life. I would also add the US History test is just as much of a reading comprehension test as it is a history test. Students that struggle to read tend to fail this test. Students may know and understand the material; however, they struggle to make it through the passages that are given. These failures include many special education students.
5. We are limiting what we teach about US History by the testing blueprint and standards. There is very little time or wiggle room to spend on topics our teachers believe are important. I will give a perfect example of this. Do our NEW standards contain anything about Vietnam? No. Does this mean Vietnam isn't an important time in our nation's history? No. Not at all. However, since this will not be "tested", our teachers will not cover it as well as it could/should be covered. While this is a classroom decision, people outside the classroom need to understand the tremendous pressures placed on teachers for test scores. Any time away from test blueprint topics is seen as a waste of time by educators.

Thank you for your time, and thank you for bringing this topic to the public for discussion.

Chris Chism

Principal – Pearl High School
Cell – (662) 549-0257

Angela Kitchens

From: janie <jwn888@yahoo.com>
Sent: Friday, September 27, 2019 12:39 PM
To: Accreditation Shared
Subject: Yes Please

Good afternoon,

I am in agreement with this change. Students should not be required to pass the U.S. History test to graduate.

Beginning with school year 2020-2021, students will be no longer be required to take the U.S. History end-of-course assessment. All students enrolled in one (1) of the three (3) end-of-course Subject Area Test courses must pass the course and participate in the applicable end-of-course assessment in order to earn the Carnegie Unit. The three (3) endof-course Subject Area Test course are: • Algebra I • Biology I • English II

Janie Nash

Angela Kitchens

From: David Martin, Principal <david.martin@brookhavenschools.org>
Sent: Tuesday, October 1, 2019 1:45 PM
To: Accreditation Shared
Subject: APA Comments for EOC - US History Exam

Good afternoon,

I am writing to express my opinion that the EOC US History Exam should be removed as a requirement for graduation.

As a principal I have seen many student struggle and overcome many obstacles to graduate. I do not believe that we as a state should create more obstacles for graduation than what is required by the federal government. Our students work hard and already have many requirements and hurdles to overcome without additional mandates being placed on them.

Sincerely,

David Martin, Principal

Brookhaven High School
443 E Monticello St
Brookhaven, MS 39601

Phone: 601-833-4498 Fax: 601-823-3792

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Angela Kitchens

From: B. Jernigan <brianjernigan@mcsd.us>
Sent: Tuesday, October 8, 2019 2:57 PM
To: Accreditation Shared
Subject: eliminating U.S. History Test

I agree with this.
It does not mean we can't still require it for graduation.

--

Brian Jernigan
Superintendent
Monroe County School District

www.mcsd.us

662.257.2176

"What is now proven was once only imagined" William Blake

Angela Kitchens

From: Carolyn Kohn <cm04041930@yahoo.com>
Sent: Tuesday, October 8, 2019 3:22 PM
To: Accreditation Shared
Subject: US History / Testing tool for Graduation

Greetings Dr. Malone,

Although US History is important and it should definitely be a required subject taught in our schools, having it as a testing requirement for graduation is a bit extreme for the following reasons. For one, US History is constantly changing so fast that you can write a whole volume of text books on what's been going on for the past decade. Secondly, US History and history itself is sort of an on going study that will never end because of changes that are engulfed in our political, social, financial, and educational climate. Plus, putting a graduation requirement on US History sort of puts a stop sign sort of thinking on US History that doesn't really encourage further study.

As mentioned earlier in this correspondence, US History should be taught in our schools as a required subject in such a way that students can have a better view and vision about US History in a way that can bring about understanding on some of the reasonings behind current events of today such as our relationship with Russia and the Cold War, race relations of today and the Civil Rights Era, and the Great Depression and today's Stock Market.

Sincerely,

Carolyn Kohn

Angela Kitchens

From: Tami Elliott <tami.elliott@greenpointag.com>
Sent: Tuesday, October 8, 2019 3:33 PM
To: Accreditation Shared
Subject: U.S. History end-of-course exam

I know someone personally who had an A in the U.S. History class and didn't pass the state test and it kept her from graduating in 2018. She didn't get to walk the stage with everyone else and is having to get her GED. Her life was completely shook up. All due to a class that is not even federally required. In my opinion this class should remain a required course for graduation but the end-of-course exam should be eliminated.

Thank you for allowing us an opportunity to speak our minds.

Sincerely,
Tami Elliott
Olive Branch, MS

Angela Kitchens

From: Michael van Veckhoven <mdvan55@yahoo.com>
Sent: Wednesday, October 9, 2019 9:20 AM
To: Accreditation Shared
Subject: History

I applaud MDE for dropping this state test. I hope that y'all will do everything within your purview to continue to reduce the absurdly high number of tests that are imposed on our children by the State of Mississippi.

Sent from my iPhone

Angela Kitchens

From: joy parikh <joparikh@yahoo.com>
Sent: Wednesday, October 9, 2019 1:50 PM
To: Accreditation Shared
Subject: U.S. History End-of-Course Exam (eliminate)

Dr. Malone and SBE ,

As a public school parent, I encourage MS Board of Education to eliminate the state U.S. History exam that is currently required for graduation.

Our students are already over-tested.

Sincerely,
Joy Parikh

From: [Jed Oppenheim](#)
To: [Accreditation Shared](#); [Shelby Dean](#); [Omar Jamil](#)
Subject: Comments: State testing
Date: Monday, October 14, 2019 9:10:21 PM

Good Evening Dr. Malone,

I hope you are well. I commend the state board of education for looking to remove the US History SATP as a graduation requirement for students in MS. I fully agree with this move.

In addition, I think all state exit exams should be eliminated. We are just 1 of 13 states that still require these No Child Left Behind - era assessments. It is a practice who's time has come and gone. Our state higher education institutions do not place value on these SATP's, the SATPs do not lead to any particular scholarship or financial aide as far as I know, but what they do lead to is multitudes of otherwise prepared students not to graduate in our state and spending way too much time in test prep. We have state standards and teachers have to be certified for a reason - to have accountability measures in place to know that students are being taught at a certain standard, yet then we place the unnecessary burden of also pressuring students and teachers to achieve in the SATPs. This implicitly and explicitly means teachers aren't trusted by those who run the system. As for students, I have heard of plenty of students who otherwise have A and B type GPAs not graduate due to not passing an SATP by a few points. Yes, some changes have been made over the years to also look at ACT scores and other concordance-table related issues, but why do we continue with the needless SATPs?

My colleague, an educator who has taught SATP-tested courses, and who recently left teaching after 7 years, partly because of the over-testing of her children, recently wrote about alternatives to testing, including assessments that look and feel different, such as, "literacy analysis essays, social studies research papers, student-designed science experiments, and high level math problems with real world applications." They may also do written and/or oral comps in an area of their interest in front of a panel. These are real world applications of knowledge that would go much further than SATPs.

I do hope the board considers eliminating all SATPs in the very near future, and stop writing our students' futures off to the whim of high-dollared testing companies/corporations.

Also, I could not find all board members listed to send this email to as well, only the student reps. It is not very transparent to have emails only for the student reps, but not for all board members for MDE. If we expect the student reps to respond to emails, we should expect this of the appointed members as well.

Thanks!

Best
Jed

Angela Kitchens

From: Caroline Bartlett <caroline.bartlett@lbsdk12.com>
Sent: Thursday, October 17, 2019 10:50 AM
To: Accreditation Shared
Subject: Re: Elimination of US History high stakes testing

I have been teaching United States history for ten years now at Long Beach High School. I fully understand that social studies must remain an integral part of secondary education, but any chance for the state to lessen the burden of high stakes testing on students and teachers, in my opinion, must be seized upon.

Ideally, high stakes testing (MAAP) should be replaced by the ACT and a citizenship test, but if since this is a positive step in that direction, I hope that the state will do what is in the best interests of students and eliminate the US History state test.

Respectfully,

Caroline Bartlett
Social Studies Department Chair
Long Beach High School

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Angela Kitchens

From: Lundy Brantley <lbrantley@neshobacentral.com>
Sent: Monday, October 21, 2019 8:37 AM
To: Accreditation Shared
Subject: APA US History Test

In my professional opinion, we should completely drop the US History test immediately. While I realize that we have a testing contract, it is still a complete waste of time to give a test that is likely going away. Current re-testers should not have to continue test retakes upon deletion of the test. This is a tremendous opportunity to relieve the testing burden on our staff and students as this test is not required by the Federal Government.

--
Dr. Lundy Brantley
Superintendent
Neshoba County School District



Angela Kitchens

From: Phillips, Jack <jack.phillips@rcsd.ms>
Sent: Monday, October 21, 2019 10:57 AM
To: Accreditation Shared
Subject: PLEASE drop the U.S. History State Test for these 6 reasons

Reason 1: the test does not actually measure knowledge and understanding of U.S. History. When the test first came out in the early 2000s, it *might* have actually measured knowledge and understanding of U.S. History, but since then it has devolved into more of a reading test, which is one of the reasons why a student who scores a 17 or above on the ACT reading section is considered to have passed the U.S. History test even if he/she didn't actually pass.

Reason 2: students today are tested way too much and placing this test on them during the end of their junior year places tremendous pressure on them as seniors if they do not pass the test.

Reason 3: the test does not measure the most important parts of U.S. History. Since the test only covers from 1877 to present, the most foundational and important parts of U.S. History are not covered. Out of all U.S. History topics, the knowledge and understanding of the Revolutionary War and framing of the Constitution are the most important for a U.S. citizen to have.

Reason 4: over the years the test has also devolved into a vehicle to promote the current ideas of social justice, political correctness, and the redefinition of civil rights - all contrary to the whole purpose of studying and understanding the foundational history of our republican democracy (**NB** this does NOT refer to the Republican Party, but to the form of government established by the U.S. Constitution)

Reason 5: the test is a HUGE expense on the education system. The money spent on the test merely enriches testing companies without real benefit to MS students. It is my understanding that the format of the test is changing this year to include less reading passages, which in my view is a desperate attempt by the testing company to keep the money flowing into their coffers. The money spent on this particular test could go a **LONG** way to helping enhance the education of MS students.

Reason 6: removing the test does **NOT** mean the teaching of U.S. History will stop. Quite the contrary will happen if the test is removed: instead of teaching a test, teachers will actually teach the subject. It is no secret due to the pressure put on U.S. History teachers that their main goal is to teach what they believe will be included on the test in order to hold on to their jobs while making their schools and districts look good (on paper) to the public. One of the primary things a teacher learns in order to have good pedagogy is to **NEVER** teach what you test, but test what you teach. The U.S. History state test (in fact, ALL the state tests) have forced teachers to do just the opposite.

Sincerely,

--

Jack Phillips
U.S. History, U.S. Government, and Law Education
Florence High School
jack.phillips@rcsd.ms
601-845-2205

Rankin County School District

Mission: Bring Everyone's Strengths Together! We will all intentionally focus on empowering our students to reach their maximum potential by embracing opportunities and challenges while cultivating a tradition of distinction in education.

Vision: Continue a tradition of excellence by providing a world-class education that empowers all to grow through curiosity, discovery, and learning.

This email and any attachments to it may be confidential and are intended solely for the use of the individual to whom it is addressed. If you are not the intended recipient of this email, you must neither take any action based upon its contents, nor copy or show it to anyone. Please contact the sender if you believe you have received this email in error.

Angela Kitchens

From: Fenequier Simon <fsimon@jcpsd.net>
Sent: Monday, October 21, 2019 7:21 PM
To: Accreditation Shared
Subject: U.S. History End-of-Course Exam

Dear Dr. Malone:

I have been an educator for thirteen years. I am a product of a Mississippi public school. I feel that it is very important to end the U.S. History End-of-Course Exam because public school students are already over tested. Standardized testing does not determine the true nature nor character of students. The U.S. History Test is an additional stressor on students. Although not necessary for graduation, if students fail to make the required grade in the classroom, they may also fail to meet the minimum requirements on the concordance table for graduation. Overall, instead of making it harder for Mississippi students, we need to make a positive change by ending this exam.

Educationally yours,

Fenequier Simon McBride
U.S. History/World History Educator



MISSISSIPPI PROFESSIONAL EDUCATORS

222 N. President Street, Suite 100 • P.O. Box 22550 • Jackson, MS 39225-2550
601.355.5517 • 800.523.0269 • FAX 601.355.5519 • www.mpe.org

October 21, 2019

Dr. Jo Ann Malone
Office of Accreditation
P.O. Box 771
Jackson, MS 39205-0771

Dear Dr. Malone:

The Mississippi Professional Educators (MPE) surveyed our nearly 13,850 members as to whether the U.S. History end-of-course assessment should be eliminated. The online survey was available September 23 – October 2 and was comprised of the following question:

The Mississippi Student Testing Task Force recommended eliminating the U.S. History end-of-course assessment. Any change would not occur until the 2020-2021 school year. U.S. History would still be a required course for graduation, but passage of its assessment would not be required for graduation. The State Board of Education is seeking public comments on the recommendation. Do you support elimination of the U.S. History end-of-course assessment?

Of the 1,659 members who took the survey, 1,190 (72%) supported the elimination of the assessment, 393 (24%) opposed elimination of the assessment, and 76 (4%) had no opinion or needed more information. The following comments were among those received:

- As a U.S. History teacher with 25+ years of experience, I fully support the elimination of this test. While the test uses history content, it favors students who read on a higher level and have larger vocabularies.
- I agree the course should be required for graduation. I teach this class. I taught it before there was a test and have taught it since the test was started. I can safely say that my pre-test students learned a lot more. More info is added every year, but I still have the same amount of time to teach more material. The students are retaining nothing because we have to go so fast.
- The U.S. History test should be eliminated because they aren't tested in any other grade for history. Most of the focus in school is on math and English. When you test juniors in the U.S. History course, the students are at a disadvantage because they aren't consistently taught history.
- Some students are having a difficult time passing four assessments, while some students never pass all four assessments. This has caused students to look for other ways to graduate or even become a high school dropout. Eliminating one test is not going to destroy education, but it could lead to an increase in graduation rates.

Based on this survey of our members, MPE supports the elimination of the U.S. History end-of-course assessment.

Sincerely,

A handwritten signature in blue ink that reads "Kelly L. Riley".

Kelly L. Riley
Executive Director

The following APA Comments were off-topic or unclear as to their position regarding the proposal to eliminate the U.S. History End-of-Course Assessment:

Angela Kitchens

From: Robyn Moser <rlmoser35@gmail.com>
Sent: Tuesday, September 24, 2019 7:32 AM
To: Accreditation Shared
Subject: Graduation changes

I am writing to address the issue of changing assessments for graduation requirements. I believe that we should go to the ACT system without it being changed to meet Mississippi input for changes to the ACT. It is a standardized, norm referenced test that is given nationally and should not be changed to address Mississippi curriculum standards. There should be diploma options based on test scores earned on the ACT. EVERY student should graduate with a high school diploma. If they put the time in then they have worked for a diploma, not just a certificate.

The graduation option can reflect the students ability.

SCD - modified high school diploma

ID/gen ed with very low ACT - modified/basic high school diploma

LD/gen ed with low ACT score - intermediate high school diploma

LD/gen ed with 16-18 ACT score general high school diploma

LD/ gene ed with 19-23 ACT score ACT high school diploma

LD/ gene ed with 24-30 ACT score ACT with honors high school diploma

LD/ gene ed with 31-36 ACT score ACT with VERY High honors high school diploma

This solves problems with academic as well as parental and community stakeholders concerns. It is fair and earned by each student. Giving a certificate limits the potential of students in pursuing post academic goals. Just because academically struggled, does not mean that can not find a vocation that will support themselves and their families. A certificate dooms them to a life of low pay in jobs with little potential for advancement.

I know I have rambled, but this is near and dear to my heart. As a statte, we have to start addressing the needs of all our students, not just the ones that can fit into the "box" our education system has created.

Sincerely,

Robyn L. Moser

From: [Richard Baliko](#)
To: [Accreditation Shared](#)
Subject: Public Comment for Chapter 36, Rule 36.4: Assessments Required For Graduation
Date: Tuesday, September 24, 2019 11:11:13 AM
Attachments: [image002.png](#)

Greetings, below is my public comment regarding for Chapter 36, Rule 36.4: Assessments Required For Graduation.

This is most assuredly already discussed, but there may need to be language in Rule 36.4 to address retesters who have not met graduation requirements as of the 2018-2019 school year due to U.S. History. When the U.S. History Assessment is sunsetted will there still be retest opportunities for the students, or will the requirement be eliminated for all retesters?

Thanks.

Mr. Richard P. Baliko III
Chief Administrative Officer
District Test Coordinator
Noxubee County School District



Angela Kitchens

From: CHARLYE Strawn <sydney5803@icloud.com>
Sent: Thursday, September 26, 2019 7:38 AM
To: Accreditation Shared
Subject: State testing

I think the state testing should ONLY be used as a tool to see where the school rates in academics and to make sure everyone is on track. It should NOT be used to determine if a student passes or fails high school. Students learn at different paces and all learn differently therefore students that don't test well are at a disadvantage. My child is a good student and has to work very hard for her grades but "giant tests" don't test her knowledge or her ability to apply what's learned in class to the world around her. It's added stress and unnecessary.

Thank you,
Charlye Broome

Sent from my iPhone

September 23, 2019

To: Dr. JoAnn Malone, Office of Accreditation,
MS State Department of Education

Concerning: Public comments on Final Assessment, State Exams, History, English,
Algebra and Biology.

These exams are good in assessing classroom teaching methods, and as supporting indicators of students' abilities to learn work-related skills or of their college bound performances. However, when tested near graduation it's easy for teachers to focus too much on final assessments, like A.C.T. tests and others; and miss some of the broader connections of carry-over into daily life, as the unfolding of significant current events of history. If taken near graduation students should have retained at least half of the test to avoid alternate ways to graduate. But if taken at the end of the required, or latest elective of the subject, assessment tests would be easier to pass, and the assessment score could even be weighed into the final grade average for each course. The nearness in time of the assessment test to the actual passing of the course not only reinforces students' overall retention, but provides a more focused indicator of classroom performance and teaching methods.



Sincerely,

Walter K. Watson
205 South Deason St.
Ellisville, MS 39437

Angela Kitchens

From: CHARLES HOOKER <hook2115@aol.com>
Sent: Friday, September 27, 2019 12:53 PM
To: Accreditation Shared
Subject: U.S. History end-of-course exam

Please explain why a thorough exposure and understanding of U.S. history and civics is not essential for our youth to gain before they assume the responsibilities of and obligations of becoming adult citizens.

We are witnessing unimaginable actions and attitudes by our elected leaders who either ignorant of the fundamentals of proper governance or are operating in defiance of them today, and they are finding support from an electorate who is similarly ignorant of constitutional law and principles.

Charles H. Hooker
1204 St. Ann Street
Jackson, MS 39202
601-918-0106

Angela Kitchens

From: Sha'Kyria Lundy <slundy@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:32 PM
To: Accreditation Shared

Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Angela Kitchens

From: Sha'Kyria Lundy <slundy@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:45 PM
To: Accreditation Shared
Subject: USH testing

Dear Dr. Jo Ann Malone,

October 2, 2019

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

From, Sha'Kyria Lundy
Simmons High School

Angela Kitchens

From: Tyrese Harper <tharper@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:45 PM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purpose of the content.

Tyres Harper,
Simmons High School
Hollandale Mississippi

Angela Kitchens

From: Tamara Wilson <twilson2@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:47 PM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Angela Kitchens

From: nicole maybell <nmaybell@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:48 PM
To: Accreditation Shared
Subject: U.S History Testing

DearDr.JoAnnMalone

We are enlisting the help of our community to help protect us , the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations , due to the combined factors of the new exam version and the possibility of eliminating the exam after this year . In essence , the scores should not be pass/fail due to the Piloted New USH test . The students should only be required to participate in the test for awareness purpose of the content.

Sincerely
Nicole Maybell

Simmons Junior & Senior High School
Hollandale , Ms

Angela Kitchens

From: Mar'Kiyah Vallery <mvalley@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:48 PM
To: Accreditation Shared
Subject: USSH TESTING

Dear Dr.Jo Ann Malone

We are enlisting the help for our community to help protect us, the student from this uncertainty. We are asking you to express your concerns to the State Boards of Educations.Our goal is be held harmless for the results of this years U.S History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test .The students should only be required to participate in the test for awareness purpose of the content.

Sincerely,
Mar'Kiyah Vallery
Simmons High School
Hollandale , Ms

Angela Kitchens

From: Lemont Smith <lemontsmith9@gmail.com>
Sent: Thursday, October 3, 2019 12:49 PM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purpose of the content.

Tyres Harper,
Simmons High School
Hollandale Mississippi

Angela Kitchens

From: Rodrick Wilson <rwilson@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:49 PM
To: Accreditation Shared
Subject: USH TESTING

Dear Dr. Jo Ann Malone

We are enlisting the help of our community to help protect us, the student from this uncertainty we are asking you to express your concerns to the state board of education.our goal is to be help harmless for the result of this years u.s history examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence , the scores should not be pass/ fail due to the piloted new ush test . The students should only be required to participate in the test for awareness purposes of the content

Rodrick Wilson
Simmons high school
Hallandale Ms

Angela Kitchens

From: Takira Williams <twilliams7@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:49 PM
To: Accreditation Shared
Subject: Re: Letter from a Fellow Student

Dear Dr. Jo Ann Malone,

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Sincerely,
Takira Williams, USH Student

Angela Kitchens

From: Frank Howard <fhoward@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:50 PM
To: Accreditation Shared
Subject: US History test

Dear Dr. Jo Ann Malone

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the state board of education. Our goal is to be held harmless for the results of this years US History examination, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the piloted new USH test. The students should only be required to participate in the test for awareness purposes of the concert.

Frank Howard
Simmons High School
Hollandale Ms

Angela Kitchens

From: Myles Marshall <mmarshall@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:50 PM
To: Accreditation Shared
Subject: US History Testing

Dear Dr. Jo Ann Malone

October 3, 2019

We are enlisting the help of our community to help protect us, the students from this uncertainty We are asking you to express your concerns to the State Board of Education

Our goal is to be held harmless for the result of this year's US. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content

Myles Marshall
Simmons High School
Hollandale

Angela Kitchens

From: Lemont Smith <lemontsmith9@gmail.com>
Sent: Thursday, October 3, 2019 12:51 PM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purpose of the content.

Lemont Smith,
Simmons High School
Hollandale Mississippi

Angela Kitchens

From: Shakyiah Wilson <swilson@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:51 PM
To: Accreditation Shared
Subject: USH testing

Dear Dr. Jo Ann Malone

We are enlisting the help of our community to help protect us, the student from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the year's U.S History examinations, due to the combined factor of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores not be pass/fail due to the Piloted New USH test. The students should only be required in the test for awareness purpose of the content.

Sincerely, Shakyiah Wilson
Simmons HighSchool Holladale, Ms

Angela Kitchens

From: Talajia Sardin <tsardin@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:51 PM
To: Accreditation Shared
Subject: US History Testing

Dear Dr. Jo Ann Malone,

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Sincerely,
Talajia Sardin
Simmons High School, Junior

Angela Kitchens

From: Jayla Edwards <jedwards4@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:52 PM
To: Accreditation Shared
Subject: US History Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter to us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Sincerely,
Jayla Edwards
Simmons High School
Hollandale, MS

Angela Kitchens

From: K.Savage Wilson <kwilson8@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:53 PM
To: Accreditation Shared
Subject: U.S. History Test

Dear Dear. Jo Ann Malone

We are enlisting the help of our community protect us, the students from the this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content. Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Kamya Wilson
Simmons High School
Hollandale , Ms

Angela Kitchens

From: Brenden Grant <bgrant@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:53 PM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone

We are enlisting the help of our community to help protect us, the student from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the result of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Brenden Grant
Simmons High School
Hollandale Mississippi

Angela Kitchens

From: Breionne Levy <blevy2@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:53 PM
To: Accreditation Shared
Subject: USH Testing

Dear Dr.JO Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. ***Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.***

Please take into consideration that this is a very important matter for us. We are looking for the best option for the students. Thanks in advance for your favorable support.

Sincerely, Breionne Levy
Simmons High School
Hollandale,MS

Angela Kitchens

From: Brianna Curtis <bcurtis@hollandalesd.org>
Sent: Thursday, October 3, 2019 12:53 PM
To: Accreditation Shared
Subject: U.S. History Testing

Dear Dr. Jo Ann Malone,

We are enlisting of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New U.S. History test. The students should only be required to participate in the test for awareness purposes of the content. Please take into consideration that this is very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Sincerely,
Brianna Curtis
Simmons High School
Hollandale, MS

Angela Kitchens

From: Kierson Allison <kallison@hollandalesd.org>
Sent: Friday, October 4, 2019 9:01 AM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be help harmless for the results of this year's U.S History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Kierson Allison
Simmons High School
Hollandale, MS

Angela Kitchens

From: Jermonique Lloyd <jlloyd@hollandalesd.org>
Sent: Friday, October 4, 2019 9:03 AM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Eductaion. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purpose of the content.

Please retake into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Jermonique Lloyd
Simmons High School
Hollandale, Ms

Angela Kitchens

From: Demyia Wilson <dwilson@hollandalesd.org>
Sent: Friday, October 4, 2019 9:06 AM
To: Accreditation Shared
Subject: USH Testing

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to Piloted New USH test. The students should only be required to participate in the test for awareness purpose of the content.

Please take into consideration that this a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favourable support.

Demyia Wilson
Simmons High School
Hollandale, MS

Angela Kitchens

From: Javonte White <jwhite@hollandalesd.org>
Sent: Friday, October 4, 2019 9:07 AM
To: Accreditation Shared
Subject: USH Testing

We are enlisting the help of our community to help protect, the student from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support

Javonte White
Simmons high school
Hollandale, MS

Angela Kitchens

From: Jeremy Tyler <jtyler@hollandalesd.org>
Sent: Friday, October 4, 2019 9:07 AM
To: Accreditation Shared
Subject: U.S. History test

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Tanks in advance for your favorable support.

Jeremy Tyler
Simmons High School
Hollandale, Mississippi

Angela Kitchens

From: Sha'Cori Winn <swinn@hollandalesd.org>
Sent: Friday, October 4, 2019 9:15 AM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Sha'Cori Winn
Hollandale Mississippi

Angela Kitchens

From: D'Ericka Hollins <dholins@hollandalesd.org>
Sent: Friday, October 4, 2019 9:16 AM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

D'Ericka Hollins
Simmons High School
Hollandale, Mississippi

Angela Kitchens

From: Akelya Nelson <anelson@hollandalesd.org>
Sent: Friday, October 4, 2019 9:18 AM
To: Accreditation Shared

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks for your favorable support.

Akelya Nelson
Simmons High School
Hollandale, Mississippi

Angela Kitchens

From: Jermara Edwards <jedwards2@hollandalesd.org>
Sent: Friday, October 4, 2019 9:19 AM
To: Accreditation Shared
Subject: USH Test

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Jermara Edwards
Simmons High School
Hollandale Mississippi

--
Mara

Angela Kitchens

From: Carl'kaisha Lucas <clucas@hollandalesd.org>
Sent: Friday, October 4, 2019 9:21 AM
To: Accreditation Shared
Subject: USH Testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State board of education. Our goal is to be help harmless for the results of this years U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Carl'Kaisha Lucas
Simmons High School
Hollandale, MS

Angela Kitchens

From: Paris Ricks <pricks@hollandalesd.org>
Sent: Friday, October 4, 2019 9:22 AM
To: Accreditation Shared
Subject: USH test

Dear Dr. Jo Ann Malone We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content. Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Paris Ricks
Simmons High School
Hollandale, Mississippi

Angela Kitchens

From: Taylor Howard <thoward2@hollandalesd.org>
Sent: Friday, October 4, 2019 9:22 AM
To: Accreditation Shared
Subject: USH testing

Dear Dr. Jo Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking to express your concerns to the State Board of Education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Taylor Lucas-Howard,
Simmons High School
Hollandale, Ms

Angela Kitchens

From: Tymon Wells <twells@hollandalesd.org>
Sent: Friday, October 4, 2019 9:25 AM
To: Accreditation Shared
Subject: USH testing

We are the help of our community to help protect us , the student from this uncertainty. We are asking you to express your concerns to the State Board of Education. ***Our goal is to be held harmless for the results of this year's U.S. History examinations , due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in their test for awareness purposes of the content.***

Please take into consideration that is a very important matter for us . We are looking for the best options for the students. Thanks in advance for your favorable support.

Tymon Wells
Simmons High School
Hollandale MS

Angela Kitchens

From: Cameron Edwards <cedwards@hollandalesd.org>
Sent: Friday, October 4, 2019 9:25 AM
To: Accreditation Shared
Subject: Dear Dr. Ann Malone:

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the State Board of Education. Our goal is to be held harmless for the result of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purpose of the content.

Please take into consideration that this is a very important matter for us. We are looking for the best options for the students. Thanks in advance for your favorable support.

Cameron Edwards
Simmons high school
Hollandalesd, Mississippi

Angela Kitchens

From: Antonio Flowers <aflowers@hollandalesd.org>
Sent: Friday, October 4, 2019 12:34 PM
To: Accreditation Shared
Subject: USH testing

Dear Dr. Jo Ann Malone

We are enlisting the help of our community to help protect us, the students from this uncertainty. We are asking you to express your concerns to the state board of education. Our goal is to be held harmless for the results of this year's U.S. History examinations, due to the combined factors of the new exam version and the possibility of eliminating the exam after this year. In essence, the scores should not be pass/fail due to the Piloted New USH test. The students should only be required to participate in the test for awareness purposes of the content.

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Antonio Flowers
Simmons high school
Hollandale, MS